Department of Education
Arizona Career Resource Network

The Play Real Game

Grades 3-4

Links to Standards

Arizona Academic Standards
Reading (2003)
Writing (2004)
Listening/Speaking (1997)
Viewing/Presenting (1997)
Mathematics (2003)
Science (2005)
Social Studies (2005)
Arts (1997)
Technology (1997)
Workplace Skills (1997)

National Career Development Guidelines (2005)

American School Counselor Association Standards

Employability Skills--SCANS

Arizona Department of Education

Arizona Career Resource Network (AzCRN)

2006

For more information, contact:

Susan Mellegard
Counseling/Career Development Specialist & AzCRN Director
AZ Department of Education, CTE
1535 W. Jefferson St., Bin #42
Phoenix, Arizona 85007
602-542-5353
602-542-1849 (Fax)
smelleg@ade.az.gov

Prepared by:
Lyn Mowafy, PhD
Virtual Habitats
(480) 892-3580
(480) 632-2734 (Fax)
mowafy@virtualhabitats.com

THE PLAY REAL GAME: SESSION 1

Session One: Playing a Role

Summary: Students are introduced to *The Play Real Game* and to the life-work roles they will assume and explore throughout the program.

ARIZONA ACADEMIC STANDARDS

Language Arts:
Reading:
Strand 1: Reading Process
Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

> **Concept 4: Vocabulary**
> Acquire and use new vocabulary in relevant contexts.
> (Grade 3)
> PO 7. Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available.
> (Grade 4)
> PO 2. Use context to determine the relevant meaning of a word.

Strand 3: Comprehending Informational Text
Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.

> **Concept 2: Functional Text**
> Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.
> (Grade 3)
> PO 4. Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.
> (Grade 4)

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.

PO 1. Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).
PO 2. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).

Language Arts:
Standard 3: Listening and Speaking
Students effectively listen and speak in situations which serve different purposes and involve a variety of audiences.
(Grade 3)
3LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, or other information
3LS-F2. Give and follow multiple-step directions
(Grade 4)
3LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee

Language Arts:
Standard 4: Viewing/Presenting:
Students use a variety of visual media and resources to gather, evaluate, and synthesize information and to communicate with others.
(Grade 3)
4VP-F3. Access, view, and respond to visual forms such as computer programs, videos, artifacts, drawings, pictures, and collages

Mathematics:
Strand 1: Number Sense and Operations
Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.
Concept 1: Number Sense
Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems.
(Grade 3)
PO 1. Read whole numbers in contextual situations (through six-digit numbers).
PO 3. Write whole numbers through six-digits in or out of order.
PO 7. Sort whole numbers into sets containing only odd numbers or only even numbers.
PO 8. Compare two whole numbers, through six-digits.
PO 9. Order three or more whole numbers through six-digit numbers (least to greatest, or greatest to least).
(Grade 4)
PO 1. Read whole numbers in contextual situations.

PO 2. Identify whole numbers in or out of order.
PO 3. Write whole numbers in or out of order.
PO 7. Compare two whole numbers.
PO 8. Order three or more whole numbers

Social Studies:
Strand 3: Civics/Government
Concept 4: Rights, Responsibilities, and Roles of Citizenship
The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.
(Grade 3)
PO 1. Describe the rights and responsibilities of citizenship:
a. good sportsmanship
b. participation and cooperation
c. rules and consequences
d. voting
PO 2. Describe the importance of students contributing to the community (cooperating, *service projects*).
(Grade 4)
PO 1. Discuss ways an individual can contribute to a school or community.

Strand 5: Economics
Concept 1: Foundations of Economics The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.
(Grade 3)
PO 3. Identify goods and services provided by local government (e.g., fire, immunizations, library, police).

Workplace Skills:
Standard 1
Students use principles of effective oral, written, and listening communication skills to make decisions and solve workplace problems.
(Grade 3)
1WP-F3. Apply critical listening skills (e.g., listening for content, long-term contexts, emotional meaning, following directions)
PO 1. Listen effectively
PO 3. Respond appropriately
1WP-F5. Share ideas, opinions, and information with a group, choosing vocabulary that communicates messages clearly, precisely, and effectively
PO 1. Participate in groups
(Grade 4)
1WP-E7. Identify the relevant details and facts of written materials
Standard 2
Students apply computation skills and data analysis techniques to make decisions and solve workplace problems.

(Grade 4)
2WP-E1. Apply math standards to a variety of workplace scenarios
Standard 5
Students will demonstrate a set of marketable skills that enhance career options.
(Grade 3)
5WP-F3. Demonstrate basic academic skills in reading, writing, listening, speaking and mathematics

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

PS1.A 1   Demonstrate behavior and decisions that reflect your interests, likes and dislikes.

PS1.A 2   Demonstrate use of your abilities, strengths, skills, and talents.

PS1.A 5   Demonstrate a positive self-concept through your behaviors and attitudes.

PS1.A 8   Show how you have adopted behaviors and attitudes to positively affect the self-concept of others.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

PS2.K 1   Identify effective communication skills.

PS2.A 1   Demonstrate effective communication skills.

PS2.R 1   Evaluate your use of effective communication skills.

PS2.K 2   Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.

PS2.A 2   Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.R 2   Assess the degree to which you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.A 3   Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).

PS2.A 4   Demonstrate the ability to get along well with others and work effectively with them in groups.

PS2.A 8   Demonstrate that you accept responsibility for your behavior.

PS2.K 10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

PS2.A 10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

Goal PS3: Integrate personal growth and change into your career development.

PS3.K 1   Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.

PS3.K 4   Recognize that external events often cause life changes.

PS3.K 5   Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources.

PS3.A 5   Demonstrate the ability to seek assistance (e.g., with problems at school or work) from appropriate resources including other people.

PS3.R 5   Assess the effectiveness of your strategies for getting assistance (e.g., with problems at school or work) from appropriate resources including other people.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

PS4.K 1   Recognize that you have many life roles (e.g., personal, leisure,

community, learner, family, and work roles).

PS4.A 1 Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.

PS4.R 1 Assess the impact of your life roles on career goals.

PS4.K 2 Recognize that you must balance life roles and that there are many ways to do it.

PS4.A 2 Show how you are balancing your life roles.

PS4.K 4 Recognize that your life roles and your lifestyle are connected.

PS4.A 4 Show how your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

ED1.K 1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.

ED1.A 2 Demonstrate strategies you are using to improve educational achievement and performance.

ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.

ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.

ED1.K 8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.

ED1.A 8 Show how the ability to acquire and use information has affected your educational achievement and performance.

ED1.R 8 Assess your ability to acquire and use information in order to improve educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.K 3 Recognize the importance of being an independent learner and taking responsibility for your learning.

ED2.A 3 Demonstrate that you are an independent learner.

ED2.K 7 Describe informal learning experiences that contribute to lifelong learning.

ED2.A 7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM1: Create and manage a career plan that meets your career goals.

CM1.K 5 Recognize that changes in you and the world of work can affect your career plans.

CM1.A 5 Give examples of how changes in you and the world of work have caused you to adjust your career plans.

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A 2 Demonstrate the use of a decision-making model.

CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.R 3 Assess how well you use information (e.g., about you, the economy, and education programs) to make decisions.

CM2.K 4 Identify alternative options and potential consequences for a specific decision.

CM2.A 4 Show how exploring options affected a decision you made.

CM2.A 5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.

Goal CM3: Use accurate, current, and unbiased career information during career planning and management.

CM3.K 4 Identify several ways to classify occupations.

CM3.K 5 Identify occupations that you might consider without regard to your gender, race, culture, or ability.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.K 1 Describe academic, occupational, and general employability skills.

CM4.A 1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.

CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

Goal CM5: Integrate changing employment trends, societal needs, and economic conditions into your career plans.

CM5.K 1 Identify societal needs that affect your career plans.

CM5.K 2 Identify economic conditions that affect your career plans.

CM5.K 3 Identify employment trends that affect your career plans.

K – Knowledge Application
A – Application
R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION ELEMENTARY SCHOOL STANDARDS

ACADEMIC DEVELOPMENT:
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
> Improve academic self-concept
> Achieve school success

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.
> Relate school to life experiences

CAREER DEVELOPMENT:
Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
> Develop career awareness

Standard B: Students will employ strategies to achieve future career success and satisfaction.
> Acquire career information
> Identify career goals

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.
> Acquire knowledge to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT:
Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
> Acquire self-knowledge
> Acquire interpersonal skills

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.
> Self-knowledge applications

Standard C: Students will understand safety and survival skills.
> Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS
(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION
Basic Skills:
> Reading
> Arithmetic/Mathematics
> Listening
> Speaking

Thinking Skills:
> Creative Thinking
> Seeing Things in the Mind's Eye

Personal Qualities:
> Responsibility
> Self-Esteem

FIVE COMPETENCIES
Information:
> Acquires and Evaluates Information
> Organizes and Maintains Information
> Interprets and Communicates Information

THE PLAY REAL GAME: SESSION 2

Session Two: Playing Real
Summary: Students practice map skills; make housing, transportation, and other lifestyle choices; and create and name their neighborhoods.

ARIZONA ACADEMIC STANDARDS

Language Arts:
Reading:
Strand 1: Reading Process
Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

> **Concept 4: Vocabulary**
> Acquire and use new vocabulary in relevant contexts.
> (Grade 3)
> *PO 5. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).*
> PO 7. Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available.
> (Grade 4)
> PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries*,* and CD-ROM and Internet when available.

Language Arts:
Standard 3: Listening/Speaking:
Students effectively listen and speak in situations which serve different purposes and involve a variety of audiences.

> (Grade 3)
> **3LS-F1.** Use effective vocabulary and logical organization to relate or summarize ideas, events, or other information

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Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.

3LS-F2. Give and follow multiple-step directions
(Grade 4)
3LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee

Language Arts:
Standard 4: Viewing/Presenting:
Students use a variety of visual media and resources to gather, evaluate, and synthesize information and to communicate with others.
(Grade 3)
4VP-F3. Access, view, and respond to visual forms such as computer programs, videos, artifacts, drawings, pictures, and collages

Mathematics:
Strand 4: Geometry and Measurement
Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.
Concept 3: Coordinate Geometry
Specify and describe spatial relationships using coordinate geometry and other representational systems.
(Grade 3)
PO 1. Identify points in the first quadrant of a grid using ordered pairs.
(Grade 4)
PO 1. Name the coordinates of a point plotted in the first quadrant.

Social Studies:
Strand 3: Civics/Government
Concept 4: Rights, Responsibilities, and Roles of Citizenship
The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.
(Grade 3)
PO 1. Describe the rights and responsibilities of citizenship:
a. good sportsmanship
b. participation and cooperation
c. rules and consequences
d. voting
PO 2. Describe the importance of students contributing to the community (cooperating, *service projects*).
(Grade 4)
PO 1. Discuss ways an individual can contribute to a school or community.
Strand 4: Geography
Concept 1: The World in Spatial Terms
The spatial perspective and associated geographic tools are used to organize and

interpret information about people, places and environments.
(Grade 3)
PO 4.Construct maps using symbols to represent human and physical features.
(Grade 4)
PO 3.Construct maps using symbols to represent human and physical features.

Arts Education: Visual Arts
Standard 1: Creating Art
Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.
　　(Grade 3)
　　1 AV-F3. Demonstrate knowledge and use of a variety of techniques, processes and media to create two-and three-dimensional artworks
　　PO 1. Create a two-dimensional artwork using a variety of techniques, processes and/or Media
　　1AV-F8. Demonstrate responsible use of tools and materials
　　(Grade 4)
　　1AV-E2. Demonstrate increasing technical ability and skill to complete visual arts assignments
　　PO 1. Demonstrate technical ability and skill to complete visual arts assignments

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Workplace Skills:
Standard 1
Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.
　　(Grade 3)
　　1WP-F3. Apply critical listening skills (e.g., listening for content, long-term contexts, emotional meaning, following directions)
　　PO 1. Listen effectively
　　PO 2. Analyze/evaluate orally received information
　　PO 3. Respond appropriately
　　1WP-F5. Share ideas, opinions and information with a group, choosing vocabulary that communicates messages clearly, precisely and effectively
　　PO 1. Participate in groups
Standard 3
Students apply critical and creative thinking skills to make decisions and solve workplace problems.
　　(Grade 3)
　　3WP-F3. Define a variety of creative thinking skills
　　PO 1. Use creative thinking skills in a variety of situations
　　3WP-F4. Practice a variety of creative thinking skills to identify potential solutions to workplace issues
　　PO 1. Identify ways of using creative thinking skills
　　PO 2. Apply creative thinking skills to solve workplace issues
　　(Grade 4)
　　3WP-E1. Utilize information acquired from several sources and transfer

information learned in one situation to another
PO 1. Research a designated topic using a wide array of information sources
3WP-E3. Generate alternatives, consider risks, evaluate and choose solutions
PO 1. Select from possible solutions in a designated scenario
PO 2. Evaluate possible solutions in a designated scenario
3WP-E5. Reflect on the action taken to determine what has been gained, lost or achieved
PO 1. Evaluate what has been gained, lost or achieved

Standard 4
Students work individually and collaboratively within team settings to accomplish objectives.
(Grade 3)
4WP-F2. Identify the difference between decisions and accomplishments made by individuals and groups
PO 1. Compare individual versus group decisions
4WP-F3. Demonstrate teamwork skills by contributing ideas, suggestions, and effort; resolving conflicts; and handling peer pressure
PO 1. Demonstrate skills necessary for positive group dynamics
4WP-F4. Recognize and participate in leadership roles
PO 3. Practice leadership roles
(Grade 4)
4WP-E1. Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns
PO 2. Identify characteristics of mutual respect
PO 3. Describe ways to build mutual trust and respect
4WP-E2. Analyze the difference between individual and group decisions and accomplishments
PO 2. Identify the characteristics of group decisions and accomplishments
4WP-E3. Exert a high level of effort and perseverance toward goal attainment, as a team member
PO 1. Identify the team goal
PO 2. Identify the team member roles and responsibilities
4WP-E4. Assume leadership roles in team settings
PO 1. Define leadership skills
PO 2. Examine self roles/skills in a group setting
PO 3. Demonstrate leadership roles/skills in a group

Standard 5
Students will demonstrate a set of marketable skills that enhance career options.
(Grade 3)
5WP-F2. Demonstrate ability to make decisions which contribute to a productive school and work ethic
PO 2. Practice decision-making process
5WP-F3. Demonstrate basic academic skills in reading, writing, listening, speaking and mathematics

Standard 6
Students illustrate how social, organizational, and technological systems function.

(Grade 3)
6WP-F1. Identify the components and how they fit together in community and social systems
PO 1. Discuss the relationship between systems in the community (e.g., family, school, social, technological)
Standard 8
Students apply principles of resource management and develop skills that promote personal and professional well-being.
(Grade 3)
8WP-F2. Plan class time to accomplish schoolwork goals
PO 1. Plan class time to accomplish schoolwork goals

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

PS1.A 1   Demonstrate behavior and decisions that reflect your interests, likes and dislikes.

PS1.A 2   Demonstrate use of your abilities, strengths, skills, and talents.

PS1.A 4   Demonstrate behavior and decisions that reflect your work values/needs.

PS1.A 5   Demonstrate a positive self-concept through your behaviors and attitudes.

PS1.A 8   Show how you have adopted behaviors and attitudes to positively

PS1.A 9   Show how aspects of your self-concept could positively or negatively affect educational achievement (i.e., performance) and/or success at work.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

PS2.K 1   Identify effective communication skills.

PS2.A 1   Demonstrate effective communication skills.

PS2.R 1   Evaluate your use of effective communication skills.

PS2.K 2   Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.

PS2.A 2   Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.R 2   Assess the degree to which you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.A 3   Demonstrate the ability to use positive social skills (e.g., good manners

PS2.A 4   Demonstrate the ability to get along well with others and work

PS2.K 5   Describe conflict resolution skills.

PS2.A 5   Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.

PS2.K 6   Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.

PS2.A 7   Demonstrate the ability to handle outside pressure on you.

PS2.A 9   Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.

PS2.K10   Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

PS2.A10   Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

PS4.K 1   Recognize that you have many life roles (e.g., personal, leisure,

community, learner, family, and work roles).

PS4.A 1   Give examples that demonstrate your life roles including personal,
          leisure, community, learner, family, and work roles.
PS4.R 1   Assess the impact of your life roles on career goals.
PS4.K 2   Recognize that you must balance life roles and that there are many
          ways to do it.
PS4.A 2   Show how you are balancing your life roles.
PS4.K 4   Recognize that your life roles and your lifestyle are connected.
PS4.A 4   Show how your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN
Goal ED1: Attain educational achievement and performance levels needed to reach your
personal and career goals.

ED1.A 6   Exhibit attitudes and behaviors that support educational achievement
          and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability
to function effectively in a diverse and changing economy.

ED2.K 3   Recognize the importance of being an independent learner and taking
          responsibility for your learning.
ED2.A 3   Demonstrate that you are an independent learner.

CAREER MANAGEMENT DOMAIN
Goal CM2: Use a process of decision-making as one component of career development.

CM2.A 2   Demonstrate the use of a decision-making model.
CM2.A 3   Demonstrate use of information (e.g., about you, the economy, and
          education programs) in making decisions.
CM2.R 3   Assess how well you use information (e.g., about you, the economy,
          and education programs) to make decisions.
CM2.K 4   Identify alternative options and potential consequences for a specific
          decision.
CM2.A 4   Show how exploring options affected a decision you made.
CM2.R 4   Assess how well you explore options when making decisions.
CM2.A 5   Show how personal priorities, culture, beliefs, and work values are
          reflected in your decisions.
CM2.K 9   Recognize that decision-making often involves compromise.
CM2.A 9   Give examples of compromises you might have to make in career
          decision-making.
CM2.R 9   Analyze the effectiveness of your approach to making compromises.

K – Knowledge Application
A – Application
R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION ELEMENTARY SCHOOL STANDARDS

ACADEMIC DEVELOPMENT:
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
>   Improve academic self-concept
>   Achieve school success

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.
>   Relate school to life experiences

CAREER DEVELOPMENT:
Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
>   Develop employment readiness

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.
>   Acquire knowledge to achieve career goals
>   Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT:
Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
>   Acquire self-knowledge
>   Acquire interpersonal skills

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.
>   Self-knowledge applications

Standard C: Students will understand safety and survival skills.
>   Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS
(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION
Basic Skills:
    Reading
    Listening
    Speaking
Thinking Skills:
    Creative Thinking
    Decision Making
    Problem Solving
    Seeing Things in the Mind's Eye

Personal Qualities:
    Responsibility
    Self-Esteem
    Sociability
    Self-Management
    Integrity/Honesty

FIVE COMPETENCIES
Resources:
    Time
    Material and Facilities
Interpersonal:
    Participates as Member of a Team
    Exercises Leadership
    Negotiates
    Works With Diversity
Information:
    Acquires and Evaluates Information
    Organizes and Maintains Information
    Interprets and Communicates Information
Systems:
    Understands Systems

THE PLAY REAL GAME: SESSION 3

Session Three: Real Skills

Summary: Students, using their Role Profiles, work together to define the skills contained in their Role Profiles and to locate ten key skills in their neighborhoods and their town.

ARIZONA ACADEMIC STANDARDS

Language Arts:
Reading:
Strand 1: Reading Process
Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 4: Vocabulary
Acquire and use new vocabulary in relevant contexts.
(Grade 3)
PO 7. Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available.
(Grade 4)
PO 2. Use context to determine the relevant meaning of a word.
PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.

Strand 3: Comprehending Informational Text
Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.

Concept 2: Functional Text
Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.
(Grade 3)

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.

PO 1. *Follow a set of written multi-step directions.*
PO 4. Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.
(Grade 4)
PO 1. Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).
PO 2. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).

Language Arts:
Standard 3: Listening/Speaking:
Students effectively listen and speak in situations which serve different purposes and involve a variety of audiences.
    (Grade 3)
    3LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, or other information
    3LS-F2. Give and follow multiple-step directions

Science:
Strand 2: History and Nature of Science
Scientific investigation grows from the contributions of many people. History and Nature of Science emphasizes the importance of the inclusion of historical perspectives and the advances that each new development brings to technology and human knowledge. This strand focuses on the human aspects of science and the role that scientists play in the development of various cultures.
    Concept 1: History of Science as a Human Endeavor
    Identify individual and cultural contributions to scientific knowledge.
    (Grade 3)
    PO 2. Describe science-related career opportunities.
    (Grade 4)
    PO 2. Describe science-related career opportunities.

Social Studies:
Strand 3: Civics/Government
    Concept 4: Rights, Responsibilities, and Roles of Citizenship
    The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.
    (Grade 3)
    PO 1. Describe the rights and responsibilities of citizenship:
    a. good sportsmanship
    b. participation and cooperation
    c. rules and consequences
    d. voting
    PO 2. Describe the importance of students contributing to the community
    (cooperating, *service projects*).

| (Grade 4) |
| PO 1. Discuss ways an individual can contribute to a school or community. |

Arts Education: Visual Arts
Standard 2: Art In Context
Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

(Grade 3)
2AV-F5. Describe careers (e.g., children's book illustrator, sculptor, graphic designer, painter, arts teacher, photojournalist, museum curator, architect, film animator) in the visual arts
PO 1. Identify careers in the visual arts
PO 2. Explore possible career options in visual art
PO 3. Identify the skills needed and career options in the creation of a product (e.g., the process of book making from idea to completion)
(Grade 4)
2AV-E2. Identify and investigate visual arts careers and qualifications, noting the personal and work attributes required to succeed
PO 1. Determine careers in the visual arts

Workplace Skills:
Standard 1
Students use principles of effective oral, written, and listening communication skills to make decisions and solve workplace problems.

(Grade 3)
1WP-F3. Apply critical listening skills (e.g., listening for content, long-term contexts, emotional meaning, following directions)
PO 1. Listen effectively
PO 2. Analyze/evaluate orally received information
PO 3. Respond appropriately
1WP-F5. Share ideas, opinions and information with a group, choosing vocabulary that communicates messages clearly, precisely and effectively
PO 1. Participate in groups
Standard 3
Students apply critical and creative thinking skills to make decisions and solve workplace problems.

(Grade 3)
3WP-F1. Address a specific problem by specifying their goals, devising alternative solutions, considering the risks of each and choosing the best course of action
PO 3. Define a variety of creative thinking skills
(Grade 4)
3WP-E1. Utilize information acquired from several sources and transfer information learned in one situation to another
PO 1. Research a designated topic using a wide array of information sources
PO 2. Analyze the information obtained from the research
PO 3. Classify the information obtained from the research

PO 4. Compare the information to a new situation

Standard 4

Students work individually and collaboratively within team settings to accomplish objectives.

(Grade 3)

4WP-F3. Demonstrate teamwork skills by contributing ideas, suggestions, and effort; resolving conflicts; and handling peer pressure

PO 1. Demonstrate skills necessary for positive group dynamics

(Grade 4)

4WP-E1. Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns

PO 2. Identify characteristics of mutual respect

PO 3. Describe ways to build mutual trust and respect

4WP-E3. Exert a high level of effort and perseverance toward goal attainment, as a team member

PO 1. Identify the team goal

PO 2. Identify the team member roles and responsibilities

4WP-E4. Assume leadership roles in team settings

PO 1. Define leadership skills

PO 2. Examine self roles/skills in a group setting

PO 3. Demonstrate leadership roles/skills in a group

Standard 5

Students will demonstrate a set of marketable skills which enhance career options.

(Grade 3)

5WP-F3. Demonstrate basic academic skills in reading, writing, listening, speaking, and mathematics

(Grade 4)

5WP-E2. Demonstrate work ethics and behaviors for success as defined by school and community

PO 2. Demonstrate identified work ethics and behaviors in your school and community

Standard 6

Students illustrate how social, organizational and technological systems function.

Definition: A system equals an organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the entire operation. Examples of systems are social (e.g., family, school) and technological (e.g., local area network, telephone).

(Grade 3)

6WP-F1. Identify the components and how they fit together in community and social systems

PO 1. Discuss the relationship between systems in the community (e.g., family, school, social, technological)

(Grade 4)

6WP-E1. Identify the factors impacting the level of effectiveness of systems

PO 1. Define a system

PO 2. Identify numerous systems that impact students' daily lives

Standard 8

Students apply principles of resource management and develop skills that promote personal and professional well-being.

(Grade 3)
8WP-F2. Plan class time to accomplish schoolwork goals
PO 1. Plan class time to accomplish schoolwork goals

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN
Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

PS1.A 2	Demonstrate use of your abilities, strengths, skills, and talents.
PS1.A 5	Demonstrate a positive self-concept through your behaviors and attitudes.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

PS2.K 1	Identify effective communication skills.
PS2.A 1	Demonstrate effective communication skills.
PS2.R 1	Evaluate your use of effective communication skills.
PS2.K 2	Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.
PS2.A 2	Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
PS2.R 2	Assess the degree to which you interact with others in a way that is honest, fair, helpful, and respectful.
PS2.A 3	Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
PS2.A 4	Demonstrate the ability to get along well with others and work effectively with them in groups.
PS2.K 6	Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
PS2.A 8	Demonstrate that you accept responsibility for your behavior.
PS2.K 10	Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
PS2.A10	Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

PS4.K 4	Recognize that your life roles and your lifestyle are connected.
PS4.A 4	Show how your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN
Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

ED1.K 1	Recognize the importance of educational achievement and performance to the attainment of personal and career goals.
ED1.A 2	Demonstrate strategies you are using to improve educational achievement and performance.
ED1.K 3	Describe study skills and learning habits that promote educational achievement and performance.
ED1.A 3	Demonstrate acquisition of study skills and learning habits that

promote educational achievement and performance.

ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.

ED1.K 8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.

ED1.A 8 Show how the ability to acquire and use information has affected your educational achievement and performance.

ED1.R 8 Assess your ability to acquire and use information in order to improve educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.K 3 Recognize the importance of being an independent learner and taking responsibility for your learning.

ED2.A 3 Demonstrate that you are an independent learner.

CAREER MANAGEMENT DOMAIN

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A 2 Demonstrate the use of a decision-making model.

CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.R 3 Assess how well you use information (e.g., about you, the economy, and education programs) to make decisions.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.K 1 Describe academic, occupational, and general employability skills.

CM4.A 1 Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.

CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

K – Knowledge Application
A – Application
R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION ELEMENTARY SCHOOL STANDARDS

ACADEMIC DEVELOPMENT:
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
> Improve academic self-concept
> Acquire skills for improving learning
> Achieve school success

Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.
> Relate school to life experiences

CAREER DEVELOPMENT:
Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
> Develop career awareness
> Develop employment readiness

Standard B: Students will employ strategies to achieve future career success and satisfaction.
> Acquire career information

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.
> Acquire knowledge to achieve career goals
> Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT:
Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
> Acquire self-knowledge
> Acquire interpersonal skills

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.
> Self-knowledge applications

SCANS EMPLOYABILITY SKILLS
(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION
Basic Skills:
> Reading
> Listening
> Speaking

Thinking Skills:
> Creative Thinking
> Decision Making

Personal Qualities:
> Responsibility
> Self-Esteem
> Sociability

FIVE COMPETENCIES
Resources:
> Time

Interpersonal:
> Participates as Member of a Team
> Exercises Leadership
> Negotiates
> Works With Diversity

Information:
> Acquires and Evaluates Information
> Organizes and Maintains Information
> Interprets and Communicates Information

THE PLAY REAL GAME: SESSION 4

Session Four: Real Town Services and Businesses

Summary: Students discover town services and businesses and locate the coordinates on their Neighborhood Maps. They choose buildings to represent the services and businesses, color and customize them, and place them on their Neighborhood Maps.

ARIZONA ACADEMIC STANDARDS

Language Arts:
Reading:
Strand 1: Reading Process
Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.
>**Concept 4: Vocabulary**
>Acquire and use new vocabulary in relevant contexts.
>(Grade 3)
>PO 7. Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available.
>(Grade 4)
>PO 2. Use context to determine the relevant meaning of a word.

Strand 3: Comprehending Informational Text
Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.
>**Concept 2: Functional Text**
>Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.
>(Grade 3)
>PO 4. Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.

Language Arts:
Writing:

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.

Strand 2: Writing Elements
This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 6: Conventions
Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.
(Grade 3)
*PO 7. Spell **high-frequency words** correctly*
(Grade 4)
*PO 7. Spell **high-frequency words** correctly*

Language Arts:
Standard 3: Listening/Speaking:
Students effectively listen and speak in situations which serve different purposes and involve a variety of audiences.
(Grade 3)
3LS-F1. Use effective vocabulary and logical organization to relater or summarize ideas, events, or other information
3LS-F2. Give and follow multiple-step directions

Language Arts:
Standard 4: Viewing/Presenting:
Students use a variety of visual media and resources to gather, evaluate, and synthesize information and to communicate with others.
(Grade 3)
4VP-F3. Access, view, and respond to visual forms such as computer programs, videos, artifacts, drawings, pictures, and collages

Mathematics:
Strand 4: Geometry and Measurement
Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.

Concept 3: Coordinate Geometry
Specify and describe spatial relationships using coordinate geometry and other representational systems.
(Grade 3)
PO 1. Identify points in the first quadrant of a grid using ordered pairs.
(Grade 4)
PO 1. Name the coordinates of a point plotted in the first quadrant.

Science:
Strand 2: History and Nature of Science
Scientific investigation grows from the contributions of many people. History and Nature of Science emphasizes the importance of the inclusion of historical perspectives and the advances that each new development brings to technology and human knowledge. This strand focuses on the human aspects of science and the role that scientists play in the development of various cultures.

Concept 1: History of Science as a Human Endeavor
Identify individual and cultural contributions to scientific knowledge.
(Grade 3)
PO 2. Describe science-related career opportunities.
(Grade 4)
PO 2. Describe science-related career opportunities.

Social Studies:
Strand 3: Civics/Government.
Concept 4: Rights, Responsibilities, and Roles of Citizenship
The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.
(Grade 3)
PO 1. Describe the rights and responsibilities of citizenship:
a. good sportsmanship
b. participation and cooperation
c. rules and consequences
d. voting
PO 2. Describe the importance of students contributing to the community
(cooperating, *service projects*).
(Grade 4)
PO 1. Discuss ways an individual can contribute to a school or community.

Strand 4: Geography
Concept 1: The World in Spatial Terms
The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.
(Grade 3)
PO 4.Construct maps using symbols to represent human and physical features.
(Grade 4)
PO 3.Construct maps using symbols to represent human and physical features.

Strand 5: Economics
Concept 1: Foundations of Economics The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.
(Grade 3)
PO 3. Identify goods and services provided by local government (e.g., fire, immunizations, library, police).

Arts Education: Visual Arts
Standard 1: Creating Art
Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

(Grade 3)
1 AV-F3. Demonstrate knowledge and use of a variety of techniques, processes and media to create two-and three-dimensional artworks
PO 1. Create a two-dimensional artwork using a variety of techniques, processes and/or Media
1AV-F8. Demonstrate responsible use of tools and materials
(Grade 4)
1AV-E2. Demonstrate increasing technical ability and skill to complete visual arts assignments
PO 1. Demonstrate technical ability and skill to complete visual arts assignments

Standard 2: Art In Context
Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.
(Grade 3)
2AV-F5. Describe careers (e.g., children's book illustrator, sculptor, graphic designer, painter, arts teacher, photojournalist, museum curator, architect, film animator) in the visual arts
PO 1. Identify careers in the visual arts
PO 2. Explore possible career options in visual art
PO 3. Identify the skills needed and career options in the creation of a product (e.g., the process of book making from idea to completion)
2AV-E2. Identify and investigate visual arts careers and qualifications, noting the personal and work attributes required to succeed
(Grade 4)
PO 1. Determine careers in the visual arts

Workplace Skills:
Standard 1
Students use principles of effective oral, written, and listening communication skills to make decisions and solve workplace problems.
(Grade 3)
1WP-F3. Apply critical listening skills (e.g., listening for content, long-term contexts, emotional meaning, following directions)
PO 1. Listen effectively
PO 2. Analyze/evaluate orally received information
PO 3. Respond appropriately
1WP-F5. Share ideas, opinions and information with a group, choosing vocabulary that communicates messages clearly, precisely and effectively
PO 1. Participate in groups

(Grade 4)

1WP-E7. Identify the relevant details and facts of written materials

PO 2. Identify relevant facts contained in selected written material

Standard 3

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

(Grade 3)

3WP-F1. Address a specific problem by specifying their goals, devising alternative solutions, considering the risks of each and choosing the best course of action

PO 1. Apply problem solving techniques to determine a solution

3WP-F3. Define a variety of creative thinking skills

PO 1. Use creative thinking skills in a variety of situations

3WP-F6. Describe possible solutions to a variety of problems

PO 1. Identify possible solutions to a variety of problems

PO 2. Apply problem solving techniques to determine a solution

(Grade 4)

3WP-E2. Devise and implement a plan of action by specifying goals and constraints

PO 1. Define goals and objectives

PO 4. Identify resources needed to accomplish goals

3WP-E3. Generate alternatives, consider risks, evaluate and choose solutions

PO 1. Select from possible solutions in a designated scenario

PO 2. Evaluate possible solutions in a designated scenario

3WP-E4. Monitor progress and make adjustment to meet stated objectives

PO 1. Identify activities for given objectives

PO 2. Designate assessment tasks to measure progress towards objectives

PO 3. Evaluate progress towards objective

Standard 4

Students work individually and collaboratively within team settings to accomplish objectives.

(Grade 3)

4WP-F3. Demonstrate teamwork skills by contributing ideas, suggestions, and effort; resolving conflicts; and handling peer pressure

PO 1. Demonstrate skills necessary for positive group dynamics

(Grade 4)

4WP-E1. Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns

PO 2. Identify characteristics of mutual respect

PO 3. Describe ways to build mutual trust and respect

4WP-E2. Analyze the difference between individual and group decisions and accomplishments

PO 2. Identify the characteristics of group decisions and accomplishments

4WP-E3. Exert a high level of effort and perseverance toward goal attainment, as a team member

PO 1. Identify the team goal

PO 2. Identify the team member roles and responsibilities
4WP-E4. Assume leadership roles in team settings
PO 1. Define leadership skills
PO 2. Examine self roles/skills in a group setting
PO 3. Demonstrate leadership roles/skills in a group

Standard 5
Students will demonstrate a set of marketable skills which enhance career options.
(Grade 3)
5WP-F2. Demonstrate ability to make decisions which contribute to a productive school and work ethic
PO 2. Practice decision-making process
5WP-F3. Demonstrate basic academic skills in reading, writing, listening, speaking, and mathematics

Standard 6
Students illustrate how social, organizational and technological systems function.
Definition: A system equals an organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the entire operation. Examples of systems are social (e.g., family, school) and technological (e.g., local area network, telephone).
(Grade 3)
6WP-F1. Identify the components and how they fit together in community and social systems
PO 1. Discuss the relationship between systems in the community (e.g., family, school, social, technological)
(Grade 4)
6WP-E1. Identify the factors impacting the level of effectiveness of systems
PO 1. Define a system
PO 2. Identify numerous systems that impact students' daily lives

Standard 8
Students apply principles of resource management and develop skills that promote personal and professional well-being.
(Grade 3)
8WP-F2. Plan class time to accomplish schoolwork goals
PO 1. Plan class time to accomplish schoolwork goals

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN
Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

PS1.A 2   Demonstrate use of your abilities, strengths, skills, and talents.
PS1.A 5   Demonstrate a positive self-concept through your behaviors and attitudes.
PS1.A 8   Show how you have adopted behaviors and attitudes to positively affect the self-concept of others.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

PS2.K 1   Identify effective communication skills.
PS2.A 1   Demonstrate effective communication skills.
PS2.R 1   Evaluate your use of effective communication skills.
PS2.K 2   Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.
PS2.A 2   Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
PS2.R 2   Assess the degree to which you interact with others in a way that is honest, fair, helpful, and respectful.
PS2.A 3   Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
PS2.A 4   Demonstrate the ability to get along well with others and work effectively with them in groups.
PS2.K 6   Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
PS2.A 7   Demonstrate the ability to handle outside pressure on you.
PS2.A 8   Demonstrate that you accept responsibility for your behavior.
PS2.K 10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
PS2.A10   Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN
Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

ED1.A 3   Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.
ED1.A 6   Exhibit attitudes and behaviors that support educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability

to function effectively in a diverse and changing economy.

        ED2.A 3 Demonstrate that you are an independent learner.

        ED2.R 7 Assess, throughout your life, how well you integrate both formal and informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM2: Use a process of decision-making as one component of career development.

        CM2.A 2 Demonstrate the use of a decision-making model.

        CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

        CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

K – Knowledge Application

A – Application

R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION ELEMENTARY SCHOOL STANDARDS

ACADEMIC DEVELOPMENT:
Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.
        Relate school to life experiences

CAREER DEVELOPMENT:
Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
        Develop career awareness
        Develop employment readiness
Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.
Acquire knowledge to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT:
Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
        Acquire self-knowledge
        Acquire interpersonal skills
Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.
        Self-knowledge applications

SCANS EMPLOYABILITY SKILLS
(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION
Basic Skills:
>   Listening
>   Speaking
Thinking Skills:
>   Creative Thinking
>   Decision Making
Personal Qualities:
>   Responsibility
>   Self-Esteem
>   Sociability
>   Self-Management
>   Integrity/Honesty

FIVE COMPETENCIES
Resources:
>   Time
>   Material and Facilities
Interpersonal:
>   Participates as Member of a Team
>   Exercises Leadership
>   Works With Diversity
Information:
>   Acquires and Evaluates Information
>   Organizes and Maintains Information
>   Interprets and Communicates Information
Systems:
>   Understands Systems

THE PLAY REAL GAME: SESSION 5

Session Five: Real Hiring

Summary: Students locate the jobs connected to their Town Services and Businesses and list them on their Neighborhood Maps. Through a simulated hiring process, all students find jobs.

ARIZONA ACADEMIC STANDARDS

Language Arts:
Reading:
Strand 1: Reading Process
Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

> **Concept 4: Vocabulary**
> Acquire and use new vocabulary in relevant contexts.
> (Grade 3)
> PO 7. Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available.
> (Grade 4)
> PO 2. Use context to determine the relevant meaning of a word.

Strand 3: Comprehending Informational Text
Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.

> **Concept 2: Functional Text**
> Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.
> (Grade 3)
> PO 4. Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.
> (Grade 4)
> PO 2. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.

Language Arts:
Writing:
Strand 3: Writing Applications
Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

> **Concept 3: Functional**
> Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.
> (Grade 3)
> *PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, **rubrics,** labels, graphs/tables).* (See R03-S3C2; M03-S2C1)
> (Grade 4)
> *PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, **rubrics**, labels, graphs/tables).*
> (See R04-S3C2; M04-S2C1)

Language Arts:
Standard 3: Listening and Speaking
Students effectively listen and speak in situations which serve different purposes and involve a variety of audiences.

> (Grade 3)
> **3LS-F1.** Use effective vocabulary and logical organization to relate or summarize ideas, events, or other information
> **3LS-F2.** Give and follow multiple-step directions
> **3LS-F3.** Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts, or opinions for a variety of speaking purposes such as giving directions, relating personal experiences, telling a story or presenting a report
> (Grade 4)
> **3 LS-E3.** Interpret and respond to questions and evaluate responses both as interviewer and interviewee

Standard 4: Viewing/Presenting:
Students use a variety of visual media and resources to gather, evaluate, and synthesize information and to communicate with others.

> (Grade 3)
> **4VP-F3**. Access, view, and respond to visual forms such as computer programs, videos, artifacts, drawings, pictures, and collages

Mathematics:
Strand 4: Geometry and Measurement
Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.

> **Concept 3: Coordinate Geometry**
> Specify and describe spatial relationships using coordinate geometry and other representational systems.
> (Grade 3)
> PO 1. Identify points in the first quadrant of a grid using ordered pairs.
> (Grade 4)
> PO 1. Name the coordinates of a point plotted in the first quadrant.

Science:
Strand 2: History and Nature of Science
Scientific investigation grows from the contributions of many people. History and Nature of Science emphasizes the importance of the inclusion of historical perspectives and the advances that each new development brings to technology and human knowledge. This strand focuses on the human aspects of science and the role that scientists play in the development of various cultures.

> **Concept 1: History of Science as a Human Endeavor**
> Identify individual and cultural contributions to scientific knowledge.
> (Grade 3)
> PO 2. Describe science-related career opportunities.
> (Grade 4)
> *PO 2. Describe science-related career opportunities.*

Social Studies:
Strand 3: Civics/Government.

> **Concept 4: Rights, Responsibilities, and Roles of Citizenship**
> The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.
> (Grade 3)
> PO 1. Describe the rights and responsibilities of citizenship:
> a. good sportsmanship
> b. participation and cooperation
> c. rules and consequences
> d. voting
> *PO 2. Describe the importance of students contributing to the community*
> (cooperating, *service projects*).
> (Grade 4)
> PO 1. Discuss ways an individual can contribute to a school or community.

Strand 4: Geography
    Concept 1: The World in Spatial Terms
    The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.
    (Grade 3)
    PO 4.Construct maps using symbols to represent human and physical features.
    (Grade 4)
    PO 3.Construct maps using symbols to represent human and physical features.

Strand 5: Economics
    Concept 1: Foundations of Economics The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.
    (Grade 3)
    PO 3. Identify goods and services provided by local government (e.g., fire, immunizations, library, police).
    PO 4. Give examples of trade in the local community (e.g., farmers supply the grocer).

Arts Education: Visual Arts
Standard 2: Art In Context
    Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.
    (Grade 3)
    2AV-F5. Describe careers (e.g., children's book illustrator, sculptor, graphic designer, painter, arts teacher, photojournalist, museum curator, architect, film animator) in the visual arts
    PO 1. Identify careers in the visual arts
    PO 2. Explore possible career options in visual art
    PO 3. Identify the skills needed and career options in the creation of a product (e.g., the process of book making from idea to completion)
    2AV-E2. Identify and investigate visual arts careers and qualifications, noting the personal and work attributes required to succeed
    (Grade 4)
    PO 1. Determine careers in the visual arts

Workplace Skills:
Standard 1
Students use principles of effective oral, written, and listening communication skills to make decisions and solve workplace problems.
    (Grade 3)
    1WP-F3. Apply critical listening skills (e.g., listening for content, long-term contexts, emotional meaning, following directions)
    PO 1. Listen effectively
    PO 2. Analyze/evaluate orally received information

PO 3. Respond appropriately

1WP-F5. Share ideas, opinions and information with a group, choosing vocabulary that communicates messages clearly, precisely and effectively

PO 1. Participate in groups

Standard 3

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

(Grade 3)

3WP-F1. Address a specific problem by specifying their goals, devising alternative solutions, considering the risks of each and choosing the best course of action

PO 1. Apply problem solving techniques to determine a solution

3WP-F4. Practice a variety of creative thinking skills to identify potential solutions to workplace issues

PO 1. Identify ways of using creative thinking skills

PO 2. Apply creative thinking skills to solve workplace issues

3WP-F6. Describe possible solutions to a variety of problems

PO 1. Identify possible solutions to a variety of problems

PO 2. Apply problem solving techniques to determine a solution

(Grade 4)

3WP-E1. Utilize information acquired from several sources and transfer information learned in one situation to another

PO 1. Research a designated topic using a wide array of information sources

PO 2. Analyze the information obtained from the research

PO 3. Classify the information obtained from the research

PO 4. Compare the information to a new situation

3WP-E2. Devise and implement a plan of action by specifying goals and constraints

PO 1. Define goals and objectives

PO 4. Identify resources needed to accomplish goals

3WP-E4. Monitor progress and make adjustment to meet stated objectives

PO 1. Identify activities for given objectives

PO 2. Designate assessment tasks to measure progress towards objectives

PO 3. Evaluate progress towards objective

PO 4. Revise activities when necessary to achieve objective

Standard 4

Students work individually and collaboratively within team settings to accomplish objectives.

(Grade 3)

4WP-F1. Understand and demonstrate the importance of dependability, trustworthiness, productivity and initiative in all areas of life and when interacting with others

PO 1. Demonstrate characteristics of positive behavior

PO 2. Identify roles of team members

PO 3. Interact collaboratively to obtain team results

4WP-F3. Demonstrate teamwork skills by contributing ideas, suggestions, and

effort; resolving conflicts; and handling peer pressure
PO 1. Demonstrate skills necessary for positive group dynamics
(Grade 4)
4WP-E1. Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns
PO 2. Identify characteristics of mutual respect
PO 3. Describe ways to build mutual trust and respect
4WP-E2. Analyze the difference between individual and group decisions and accomplishments
PO 1. Identify the characteristics of individual decisions and accomplishments
PO 2. Identify the characteristics of group decisions and accomplishments
4WP-E3. Exert a high level of effort and perseverance toward goal attainment, as a team member
PO 1. Identify the team goal
PO 2. Identify the team member roles and responsibilities
4WP-E4. Assume leadership roles in team settings
PO 1. Define leadership skills
PO 2. Examine self roles/skills in a group setting
PO 3. Demonstrate leadership roles/skills in a group

Standard 5
Students will demonstrate a set of marketable skills which enhance career options.
(Grade 3)
5WP-F3. Demonstrate basic academic skills in reading, writing, listening, speaking, and mathematics
(Grade 4)
5WP-E2. Demonstrate work ethics and behaviors for success as defined by school and community
PO 1. Identify characteristics of work ethics and behavior as defined by school and community
5WP-E3. Demonstrate the connection between academic skills and career pathways by identifying required education and training to achieve career choice(s)
PO 1. Identify academic preparation necessary for a variety of careers

Standard 6
Students illustrate how social, organizational and technological systems function.
Definition: A system equals an organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the entire operation. Examples of systems are social (e.g., family, school) and technological (e.g., local area network, telephone).
(Grade 3)
6WP-F1. Identify the components and how they fit together in community and social systems
PO 1. Discuss the relationship between systems in the community (e.g., family, school, social, technological)
(Grade 4)
6WP-E1. Identify the factors impacting the level of effectiveness of systems

> PO 1. Define a system
> PO 2. Identify numerous systems that impact students' daily lives
>
> **Standard 8**
> Students apply principles of resource management and develop skills that promote personal and professional well-being.
>
> (Grade 3)
> **8WP-F2**. Plan class time to accomplish schoolwork goals
> PO 1. Plan class time to accomplish schoolwork goals

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

PS1.A 1   Demonstrate behavior and decisions that reflect your interests, likes and dislikes.

PS1.A 2   Demonstrate use of your abilities, strengths, skills, and talents.

PS1.A 5   Demonstrate a positive self-concept through your behaviors and attitudes.

PS1.A 8   Show how you have adopted behaviors and attitudes to positively affect the self-concept of others.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

PS2.K 1   Identify effective communication skills.

PS2.A 1   Demonstrate effective communication skills.

PS2.R 1   Evaluate your use of effective communication skills.

PS2.K 2   Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.

PS2.A 2   Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.R 2   Assess the degree to which you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.A 3   Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).

PS2.A 4   Demonstrate the ability to get along well with others and work effectively with them in groups.

PS2.K 6   Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.

PS2.A 8   Demonstrate that you accept responsibility for your behavior.

PS2.A 9   Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.

PS2.K 10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

PS2.A 10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

Goal PS3: Integrate personal growth and change into your career development.

PS3.K 1   Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.

PS3.K 4   Recognize that external events often cause life changes.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

PS4.K 1   Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).

PS4.A 1   Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.

PS4.K 2   Recognize that you must balance life roles and that there are many ways to do it.

PS4.K 4   Recognize that your life roles and your lifestyle are connected.

PS4.A 4   Show how your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

ED1.K 1   Recognize the importance of educational achievement and performance to the attainment of personal and career goals.

ED1.A 6   Exhibit attitudes and behaviors that support educational achievement and performance.

ED1.K 8   Recognize that the ability to acquire and use information contributes to educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.A 3   Demonstrate that you are an independent learner.

ED2.A 7   Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A 2   Demonstrate the use of a decision-making model.

CM2.A 3   Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.R 3   Assess how well you use information (e.g., about you, the economy, and education programs) to make decisions.

Goal CM3: Use accurate, current, and unbiased career information during career planning and management.

CM3.K 4   Identify several ways to classify occupations.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.K 1   Describe academic, occupational, and general employability skills.

CM4.A 1   Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.

CM4.A 2   Demonstrate the following job seeking skills: the ability to write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

CM4.A 3   Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

K – Knowledge   A – Application   R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION ELEMENTARY SCHOOL STANDARDS

ACADEMIC DEVELOPMENT:
Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.
>   Relate school to life experiences

CAREER DEVELOPMENT:
Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
>   Develop career awareness
>   Develop employment readiness
Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.
Acquire knowledge to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT:
Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
>   Acquire self-knowledge
>   Acquire interpersonal skills
Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.
>   Self-knowledge applications

SCANS EMPLOYABILITY SKILLS
(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION
Basic Skills:
> Listening
> Speaking

Thinking Skills:
> Creative Thinking
> Decision Making

Personal Qualities:
> Responsibility
> Self-Esteem
> Sociability
> Self-Management
> Integrity/Honesty

FIVE COMPETENCIES
Resources:
> Time
> Material and Facilities

Interpersonal:
> Participates as Member of a Team
> Exercises Leadership
> Works with Diversity

THE PLAY REAL GAME: SESSION 6

Session Six: Putting a Town Together

Summary: Students discover town services and businesses and locate the coordinates on their Neighborhood Maps. They choose buildings to represent the services and businesses, color and customize them, and place them on their Neighborhood Maps.

ARIZONA ACADEMIC STANDARDS

Language Arts:
Reading:
Strand 1: Reading Process
Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

      Concept 4: Vocabulary
      Acquire and use new vocabulary in relevant contexts.
      (Grade 3)
      PO 7. Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available.
      (Grade 4)
      PO 2. Use context to determine the relevant meaning of a word.
      PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.

Language Arts:
Standard 3: Listening/Speaking:
Students effectively listen and speak in situations which serve different purposes and involve a variety of audiences.
      (Grade 3)
      3LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, or other information

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Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.

3LS-F2. Give and follow multiple-step directions
(Grade 4)
LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee

Language Arts:
Standard 4: Viewing/Presenting:
Students use a variety of visual media and resources to gather, evaluate, and synthesize information and to communicate with others.
(Grade 3)
4VP-F3. Access, view, and respond to visual forms such as computer programs, videos, artifacts, drawings, pictures, and collages

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Mathematics:
Strand 4: Geometry and Measurement
Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.
Concept 3: Coordinate Geometry
Specify and describe spatial relationships using coordinate geometry and other representational systems.
(Grade 3)
PO 1. Identify points in the first quadrant of a grid using ordered pairs.
(Grade 4)
PO 1. Name the coordinates of a point plotted in the first quadrant.

Social Studies:
Strand 4: Geography
Concept 1: The World in Spatial Terms
The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.
(Grade 3)
PO 4.Construct maps using symbols to represent human and physical features.
(Grade 4)
PO 3.Construct maps using symbols to represent human and physical features.

Strand 5: Economics
Concept 1: Foundations of Economics The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.
(Grade 3)
PO 3. Identify goods and services provided by local government (e.g., fire, immunizations, library, police).

Arts Education: Visual Arts
Standard 1: Creating Art
Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.
> (Grade 3)
> **1 AV-F3.** Demonstrate knowledge and use of a variety of techniques, processes and media to create two-and three-dimensional artworks
> PO 1. Create a two-dimensional artwork using a variety of techniques, processes and/or Media
> **1AV-F8.** Demonstrate responsible use of tools and materials
> (Grade 4)
> **1AV-E2.** Demonstrate increasing technical ability and skill to complete visual arts assignments
> PO 1. Demonstrate technical ability and skill to complete visual arts assignments

Workplace Skills:
Standard 1
> Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.
> (Grade 3)
> **1WP-F3.** Apply critical listening skills (e.g., listening for content, long-term contexts, emotional meaning, following directions)
> PO 1. Listen effectively
> PO 2. Analyze/evaluate orally received information
> PO 3. Respond appropriately
> **1WP-F5**. Share ideas, opinions and information with a group, choosing vocabulary that communicates messages clearly, precisely and effectively
> PO 1. Participate in groups

Standard 3
> Students apply critical and creative thinking skills to make decisions and solve workplace problems
> (Grade 3)
> **3WP-F3.** Define a variety of creative thinking skills
> PO 1. Use creative thinking skills in a variety of situations
> **3WP-F4.** Practice a variety of creative thinking skills to identify potential solutions to workplace issues
> PO 1. Identify ways of using creative thinking skills
> PO 2. Apply creative thinking skills to solve workplace issues
> (Grade 4)
> **3WP-E1**. Utilize information acquired from several sources and transfer information learned in one situation to another
> PO 1. Research a designated topic using a wide array of information sources
> **3WP-E3.** Generate alternatives, consider risks, evaluate and choose solutions
> PO 1. Select from possible solutions in a designated scenario
> PO 2. Evaluate possible solutions in a designated scenario
> **3WP-E5.** Reflect on the action taken to determine what has been gained, lost or

achieved

PO 1. Evaluate what has been gained, lost or achieved

Standard 4

Students work individually and collaboratively within team settings to accomplish objectives.

(Grade 3)

4WP-F1. Understand and demonstrate the importance of dependability, trustworthiness, productivity and initiative in all areas of life and when interacting with others

PO 1. Demonstrate characteristics of positive behavior

PO 2. Identify roles of team members

PO 3. Interact collaboratively to obtain team results

4WP-F3. Demonstrate teamwork skills by contributing ideas, suggestions and effort; resolving conflicts; and handling peer pressure

PO 1. Demonstrate skills necessary for positive group dynamics

4WP-F4. Recognize and participate in leadership roles

PO 1. Describe leadership

PO 3. Practice leadership roles

(Grade 4)

4WP-E1. Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns

PO 2. Identify characteristics of mutual respect

PO 3. Describe ways to build mutual trust and respect

4WP-E3. Exert a high level of effort and perseverance toward goal attainment, as a team member

PO 1. Identify the team goal

PO 2. Identify the team member roles and responsibilities

4WP-E4. Assume leadership roles in team settings

PO 1. Define leadership skills

PO 3. Demonstrate leadership roles/skills in a group

Standard 5

Students will demonstrate a set of marketable skills that enhance career options.

(Grade 3)

5WP-F2. Demonstrate ability to make decisions which contribute to a productive school and work ethic

PO 1. Demonstrate being dependable, trustworthy, and productive while at school

PO 2. Practice decision-making process

5WP-F3. Demonstrate basic academic skills in reading, writing, listening, speaking and mathematics

Standard 6

Students illustrate how social, organizational and technological systems function.

Definition: A system equals an organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the entire operation. Examples of systems are social (e.g., family, school) and technological (e.g., local area network, telephone).

(Grade 3)

6WP-F1. Identify the components and how they fit together in community and social systems
PO 1. Discuss the relationship between systems in the community (e.g., family, school, social, technological)
(Grade 4)
6WP-E1. Identify the factors impacting the level of effectiveness of systems
PO 1. Define a system
PO 2. Identify numerous systems that impact students' daily lives

Standard 8
Students apply principles of resource management and develop skills that promote personal and professional well-being.
(Grade 3)
8WP-F2. Plan class time to accomplish schoolwork goals
PO 1. Plan class time to accomplish schoolwork goals

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

PS1.A 2   Demonstrate use of your abilities, strengths, skills, and talents.

PS1.A 4   Demonstrate behavior and decisions that reflect your work values/needs.

PS1.A 5   Demonstrate a positive self-concept through your behaviors and attitudes.

PS1.A 8   Show how you have adopted behaviors and attitudes to positively affect the self-concept of others.

PS1.A 9   Show how aspects of your self-concept could positively or negatively affect educational achievement (i.e., performance) and/or success at work.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

PS2.K 1   Identify effective communication skills.

PS2.A 1   Demonstrate effective communication skills.

PS2.R 1   Evaluate your use of effective communication skills.

PS2.K 2   Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.

PS2.A 2   Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.R 2   Assess the degree to which you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.K 3   Identify positive social skills (e.g., good manners and showing gratitude).

PS2.A 3   Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).

PS2.A 4   Demonstrate the ability to get along well with others and work effectively with them in groups.

PS2.A 5   Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.

PS2.K 6   Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.

PS2.A 7   Demonstrate the ability to handle outside pressure on you.

PS2.A 8   Demonstrate that you accept responsibility for your behavior.

PS2.A 9   Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.

PS2.K10   Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

PS2.A10   Show how the ability to interact positively with diverse groups of

people may contribute to learning and academic achievement.
Goal PS3: Integrate personal growth and change into your career development.

PS3.A 6   Demonstrate adaptability and flexibility when initiating or responding to change.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

PS4.K 1   Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).

PS4.K 4   Recognize that your life roles and your lifestyle are connected.

PS4.A 4   Show how your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN
Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

ED1.A 3   Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.

ED1.A 6   Exhibit attitudes and behaviors that support educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.K 3   Recognize the importance of being an independent learner and taking responsibility for your learning.

ED2.A 3   Demonstrate that you are an independent learner.

ED2.A 7   Demonstrate participation in informal learning experiences.

K – Knowledge
A – Application
R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION ELEMENTARY SCHOOL STANDARDS

ACADEMIC DEVELOPMENT:
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
      Achieve school success
Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.
      Relate school to life experiences

CAREER DEVELOPMENT:
Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
      Develop career awareness
      Develop employment readiness
Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.
      Acquire knowledge to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT:
Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
      Acquire self-knowledge
      Acquire interpersonal skills
Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.
      Self-knowledge applications

SCANS EMPLOYABILITY SKILLS
(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION
Basic Skills:
 Listening
 Speaking
Thinking Skills:
 Creative Thinking
 Decision Making
Personal Qualities:
 Responsibility
 Self-Esteem
 Sociability

FIVE COMPETENCIES
Resources:
 Time
 Material and Facilities
 Human Resources
Interpersonal:
 Participates as Member of a Team
 Exercises Leadership
 Negotiates
 Works With Diversity
Information:
 Acquires and Evaluates Information
 Organizes and Maintains Information
 Interprets and Communicates Information
Systems:
 Understands Systems

THE PLAY REAL GAME: SESSION 7

Session Seven: Working World

Summary: Students explore different job search methods. Students find the remaining Role Profiles for the workers needed in their neighborhoods. They also locate the geographic areas from which the new workers came on a world/country/state map. Students then connect these locations to their real-life town.

ARIZONA ACADEMIC STANDARDS

Language Arts:
Reading:
Strand 1: Reading Process
Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

> **Concept 4: Vocabulary**
> Acquire and use new vocabulary in relevant contexts.
> (Grade 3)
> PO 7. Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available.
> (Grade 4)
> PO 2. Use context to determine the relevant meaning of a word.
> PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries*, and CD-ROM and Internet when available.

Strand 3: Comprehending Informational Text
Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.

> **Concept 2: Functional Text**
> Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.

(Grade 3)
PO 1. *Follow a set of written multi-step directions.*
PO 4. Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.
(Grade 4)
PO 1. Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).
PO 2. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).

Language Arts:
Standard 3: Listening/Speaking:
Students effectively listen and speak in situations which serve different purposes and involve a variety of audiences.
(Grade 3)
3LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, or other information
3LS-F2. Give and follow multiple-step directions
(Grade 4)
3LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee

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Mathematics:
Strand 4: Geometry and Measurement
Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.
Concept 3: Coordinate Geometry
Specify and describe spatial relationships using coordinate geometry and other representational systems.
(Grade 3)
PO 1. Identify points in the first quadrant of a grid using ordered pairs.
(Grade 4)
PO 1. Name the coordinates of a point plotted in the first quadrant.

Social Studies:
Strand 4: Geography
Concept 6: Geographic Applications Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.
(Grade 3)
PO 3. Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or

abundance of natural resources).
(Grade 4)
PO 3. Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources).

Strand 5: Economics
Concept 1: Foundations of Economics The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.
(Grade 3)
PO 3. Identify goods and services provided by local government (e.g., fire, immunizations, library, police).
PO 4. Give examples of trade in the local community (e.g., farmers supply the grocer).
PO 5. Discuss why some goods are made locally and some are made in other parts of the United States and world. (e.g., labor, raw materials, energy resources).
PO 6. Discuss how producers use natural, human, and capital resources to create goods and services.
(Grade 4)
PO 3. Give examples of how voluntary exchanges of goods and services can be mutually beneficial (e.g., ice cream vendor receives money, child receives ice cream; doctor receives monetary benefit, patient receives care).

Workplace Skills:
Standard 1
Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.
(Grade 3)
1WP-F3. Apply critical listening skills (e.g., listening for content, long-term contexts, emotional meaning, following directions)
PO 1. Listen effectively
PO 2. Analyze/evaluate orally received information
PO 3. Respond appropriately
1WP-F5. Share ideas, opinions and information with a group, choosing vocabulary that communicates messages clearly, precisely and effectively
PO 1. Participate in groups
(Grade 4)
1WP-E7. Identify the relevant details and facts of written materials
PO 1. Identify the purpose of written material and response expected from reader
PO 2. Identify relevant facts contained in selected written material
Standard 3
Students apply critical and creative thinking skills to make decisions and solve workplace problems
(Grade 3)
3WP-F1. Address a specific problem by specifying their goals, devising

alternative solutions, considering the risks of each and choosing the best course of action

PO 1. Apply problem solving techniques to determine a solution

PO 3. Define a variety of creative thinking skills

PO 4. Practice a variety of creative thinking skills to identify potential solutions to workplace issues

3WP-F3. Define a variety of creative thinking skills

PO 1. Use creative thinking skills in a variety of situations

3WP-F4. Practice a variety of creative thinking skills to identify potential solutions to workplace issues

PO 1. Identify ways of using creative thinking skills

PO 2. Apply creative thinking skills to solve workplace issues

3WP-F6. Describe possible solutions to a variety of problems

PO 1. Identify possible solutions to a variety of problems

PO 2. Apply problem solving techniques to determine a solution

(Grade 4)

3WP-E1. Utilize information acquired from several sources and transfer information learned in one situation to another

PO 1. Research a designated topic using a wide array of information sources

PO 2. Analyze the information obtained from the research

PO 3. Classify the information obtained from the research

3WP-E2. Devise and implement a plan of action by specifying goals and constraints

PO 1. Define goals and objectives

PO 4. Identify resources needed to accomplish goals

3WP-E3. Generate alternatives, consider risks, evaluate and choose solutions

PO 1. Select from possible solutions in a designated scenario

3WP-E4. Monitor progress and make adjustment to meet stated objectives

PO 1. Identify activities for given objectives

PO 3. Evaluate progress towards objective

Standard D 4

Students work individually and collaboratively within team settings to accomplish objectives.

(Grade 3)

4WP-F1. Understand and demonstrate the importance of dependability, trustworthiness, productivity and initiative in all areas of life and when interacting with others

PO 1. Demonstrate characteristics of positive behavior

PO 2. Identify roles of team members

PO 3. Interact collaboratively to obtain team results

4WP-F3. Demonstrate teamwork skills by contributing ideas, suggestions and effort; resolving conflicts; and handling peer pressure

PO 1. Demonstrate skills necessary for positive group dynamics

4WP-F4. Recognize and participate in leadership roles

PO 1. Describe leadership

PO 2. Give examples of leadership roles

PO 3. Practice leadership roles
(Grade 4)
4WP-E1. Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns
PO 2. Identify characteristics of mutual respect
PO 3. Describe ways to build mutual trust and respect
4WP-E3. Exert a high level of effort and perseverance toward goal attainment, as a team member
PO 1. Identify the team goal
PO 2. Identify the team member roles and responsibilities
4WP-E4. Assume leadership roles in team settings
PO 1. Define leadership skills
PO 3. Demonstrate leadership roles/skills in a group

Standard 5
Students will demonstrate a set of marketable skills that enhance career options.
(Grade 3)
5WP-F2. Demonstrate ability to make decisions which contribute to a productive school and work ethic
PO 1. Demonstrate being dependable, trustworthy, and productive while at school
PO 2. Practice decision-making process
5WP-F3. Demonstrate basic academic skills in reading, writing, listening, speaking and mathematics
(Grade 4)
5WP-E3. Demonstrate the connection between academic skills and career pathways by identifying required education and training to achieve career choice(s)
PO 1. Identify academic preparation necessary for a variety of careers

Standard 6
Students illustrate how social, organizational and technological systems function. Definition: A system equals an organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the entire operation. Examples of systems are social (e.g., family, school) and technological (e.g., local area network, telephone).
(Grade 3)
6WP-F1. Identify the components and how they fit together in community and social systems
PO 1. Discuss the relationship between systems in the community (e.g., family, school, social, technological)
(Grade 4)
6WP-E1. Identify the factors impacting the level of effectiveness of systems
PO 1. Define a system
PO 2. Identify numerous systems that impact students' daily lives

Standard 8
Students apply principles of resource management and develop skills that promote personal and professional well-being.
8WP-F2. Plan class time to accomplish schoolwork goals

PO 1. Plan class time to accomplish schoolwork goals

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

PS1.A 2   Demonstrate use of your abilities, strengths, skills, and talents.
PS1.A 5   Demonstrate a positive self-concept through your behaviors and attitudes.
PS1.A 8   Show how you have adopted behaviors and attitudes to positively affect the self-concept of others.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

PS2.K 1   Identify effective communication skills.
PS2.A 1   Demonstrate effective communication skills.
PS2.R 1   Evaluate your use of effective communication skills.
PS2.K 2   Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.
PS2.A 2   Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
PS2.R 2   Assess the degree to which you interact with others in a way that is honest, fair, helpful, and respectful.
PS2.A 3   Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
PS2.A 4   Demonstrate the ability to get along well with others and work effectively with them in groups.
PS2.K 6   Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
PS2.A 6   Give examples of times when your behavior was appropriate and times when your behavior was inappropriate in specific school, social, and work situations.
PS2.A 8   Demonstrate that you accept responsibility for your behavior.
PS2.A 9   Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.
PS2.K10   Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
PS2.A10   Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

Goal PS3: Integrate personal growth and change into your career development.

PS3.K 4   Recognize that external events often cause life changes.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

PS4.K 1   Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).

PS4.K 2   Recognize that you must balance life roles and that there are many ways to do it.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN
Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

ED1.A 2   Demonstrate strategies you are using to improve educational achievement and performance.

ED1.A 3   Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.

ED1.A 6   Exhibit attitudes and behaviors that support educational achievement and performance.

ED1.K 8   Recognize that the ability to acquire and use information contributes to educational achievement and performance.

ED1.A 8   Show how the ability to acquire and use information has affected your educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.K 3   Recognize the importance of being an independent learner and taking responsibility for your learning.

ED2.A 3   Demonstrate that you are an independent learner.

ED2.A 7   Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN
Goal CM1: Create and manage a career plan that meets your career goals.

CM1.K 5   Recognize that changes in you and the world of work can affect your career plans.

CM1.A 5   Give examples of how changes in you and the world of work have caused you to adjust your career plans.

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A 2   Demonstrate the use of a decision-making model.

CM2.K 3   Describe how information (e.g., about you, the economy, and education programs) can improve your decision-making.

CM2.A 3   Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

Goal CM3: Use accurate, current, and unbiased career information during career planning and management.

CM3.K 4   Identify several ways to classify occupations.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.K 1   Describe academic, occupational, and general employability skills.

CM4.A 1   Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.

CM4.A 3   Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g.,

critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.K 5 Recognize that your geographic mobility impacts on your employability.

CM4.R 5 Analyze the impact of your decisions about geographic mobility on your career goals.

Goal CM5: Integrate changing employment trends, societal needs, and economic conditions into your career plans.

CM5.K 1 Identify societal needs that affect your career plans.

CM5.K 2 Identify economic conditions that affect your career plans.

CM5.A 2   Show how you are prepared to respond to changing economic conditions in your career management.

CM5.K 3 Identify employment trends that affect your career plans.

K —Knowledge
A—Application
R—Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION ELEMENTARY SCHOOL STANDARDS

ACADEMIC DEVELOPMENT:
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
 Acquire skills for improving learning
 Achieve school success
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
 Improve learning
Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.
 Relate school to life experiences

CAREER DEVELOPMENT:
Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
 Develop career awareness
 Develop employment readiness
Standard B: Students will employ strategies to achieve future career success and satisfaction.
 Acquire career information
Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.
 Acquire knowledge to achieve career goals
 Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT:
Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
 Acquire self-knowledge
 Acquire interpersonal skills
Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.
 Self-knowledge applications

SCANS EMPLOYABILITY SKILLS
(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION
Basic Skills:
> Listening
> Speaking

Thinking Skills:
> Decision Making
> Problem Solving

Personal Qualities:
> Responsibility
> Self-Esteem
> Sociability
> Integrity/Honesty

FIVE COMPETENCIES
Resources:
> Time
> Human Resources

Interpersonal:
> Participates as Member of a Team
> Exercises Leadership
> Negotiates
> Works With Diversity

Information:
> Acquires and Evaluates Information
> Organizes and Maintains Information
> Interprets and Communicates Information

Systems:
> Understands Systems

THE PLAY REAL GAME: SESSION 8

Session Eight: Real Needs, Real Solutions
Summary: Students identify key attributes of their town services, businesses, recreation, and entertainment in response to a proposal from Kids' World, Inc.

ARIZONA ACADEMIC STANDARDS

Language Arts:
Reading:
Strand 1: Reading Process
Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

> **Concept 4: Vocabulary**
> Acquire and use new vocabulary in relevant contexts.
> (Grade 3)
> PO 7. Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available.
> (Grade 4)
> PO 2. Use context to determine the relevant meaning of a word.
> PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.

Strand 3: Comprehending Informational Text
Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.

> **Concept 2: Functional Text**
> Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.
> (Grade 3)
> PO 4. Interpret information in functional documents (e.g., maps, schedules,

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Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.

pamphlets) for a specific purpose.
(Grade 4)
PO 1. Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).
PO 2. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).

Language Arts:
Writing:
Strand 3: Writing Applications
Concept 6: Research
Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.
(Grade 3)
PO 2. Organize notes in a meaningful sequence.
(See R03-S3C1-03, -04, -05)
(Grade 4)
PO 2. Organize notes in a meaningful sequence.
(See R04-S3C1-04, -05, -06)

Language Arts:
Standard 3: Listening/Speaking:
Students effectively listen and speak in situations which serve different purposes and involve a variety of audiences.
(Grade 3)
3LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, or other information
3LS-F2. Give and follow multiple-step directions

Language Arts:
Standard 4: Viewing/Presenting:
Students use a variety of visual media and resources to gather, evaluate, and synthesize information and to communicate with others.
(Grade 3)
4VP-F3. Access, view, and respond to visual forms such as computer programs, videos, artifacts, drawings, pictures, and collages

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Social Studies:
Strand 3: Civics/Government
   Concept 4: Rights, Responsibilities, and Roles of Citizenship
   The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.
   (Grade 3)
   PO 1. Describe the rights and responsibilities of citizenship:

a. good sportsmanship
b. participation and cooperation
c. rules and consequences
d. voting
PO 2. Describe the importance of students contributing to the community
(cooperating, *service projects*).
(Grade 4)
PO 1. Discuss ways an individual can contribute to a school or community.

Strand 5: Economics
Concept 1: Foundations of Economics The foundations of economics are the
application of basic economic concepts and decision-making skills. This includes
scarcity and the different methods of allocation of goods and services.
(Grade 3)
PO 3. Identify goods and services provided by local government (e.g., fire,
immunizations, library, police).
PO 4. Give examples of trade in the local community (e.g., farmers supply the
grocer).
(Grade 4)
PO 3. Give examples of how voluntary exchanges of goods and services can be
mutually beneficial (e.g., ice cream vendor receives money, child receives ice
cream; doctor receives monetary benefit, patient receives care).

Workplace Skills:
Standard 1
Students use principles of effective oral, written and listening communication
skills to make decisions and solve workplace problems.
(Grade 3)
1WP-F3. Apply critical listening skills (e.g., listening for content, long-term
contexts, emotional meaning, following directions)
PO 1. Listen effectively
PO 3. Respond appropriately
1WP-F5. Share ideas, opinions and information with a group, choosing
vocabulary that communicates messages clearly, precisely and effectively
PO 1. Participate in groups
(Grade 4)
1WP-E7. Identify the relevant details and facts of written materials
PO 2. Identify relevant facts contained in selected written material
Standard 3
Students apply critical and creative thinking skills to make decisions and solve
workplace problems
(Grade 3)
3WP-F1. Address a specific problem by specifying their goals, devising
alternative solutions, considering the risks of each and choosing the best course of
action
PO 1. Apply problem solving techniques to determine a solution

PO 4. Practice a variety of creative thinking skills to identify potential solutions to workplace issues

3WP-F3. Define a variety of creative thinking skills

PO 1. Use creative thinking skills in a variety of situations

3WP-F4. Practice a variety of creative thinking skills to identify potential solutions to workplace issues

PO 1. Identify ways of using creative thinking skills

PO 2. Apply creative thinking skills to solve workplace issues

3WP-F6. Describe possible solutions to a variety of problems

PO 1. Identify possible solutions to a variety of problems

PO 2. Apply problem solving techniques to determine a solution

(Grade 4)

3WP-E1. Utilize information acquired from several sources and transfer information learned in one situation to another

PO 1. Research a designated topic using a wide array of information sources

3WP-E2. Devise and implement a plan of action by specifying goals and constraints

PO 1. Define goals and objectives

PO 3. Identify constraints to achieving goals

PO 4. Identify resources needed to accomplish goals

3WP-E3. Generate alternatives, consider risks, evaluate and choose solutions

PO 1. Select from possible solutions in a designated scenario

PO 2. Evaluate possible solutions in a designated scenario

Standard 4

Students work individually and collaboratively within team settings to accomplish objectives.

(Grade 3)

4WP-F1. Understand and demonstrate the importance of dependability, trustworthiness, productivity and initiative in all areas of life and when interacting with others

PO 1. Demonstrate characteristics of positive behavior

PO 2. Identify roles of team members

PO 3. Interact collaboratively to obtain team results

4WP-F3. Demonstrate teamwork skills by contributing ideas, suggestions and effort; resolving conflicts; and handling peer pressure

PO 1. Demonstrate skills necessary for positive group dynamics

4WP-F4. Recognize and participate in leadership roles

PO 1. Describe leadership

PO 2. Give examples of leadership roles

PO 3. Practice leadership roles

(Grade 4)

4WP-E1. Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns

PO 2. Identify characteristics of mutual respect

PO 3. Describe ways to build mutual trust and respect

4WP-E3. Exert a high level of effort and perseverance toward goal attainment, as

a team member
PO 1. Identify the team goal
PO 2. Identify the team member roles and responsibilities
4WP-E4. Assume leadership roles in team settings
PO 1. Define leadership skills
PO 3. Demonstrate leadership roles/skills in a group
Standard 5
Students will demonstrate a set of marketable skills that enhance career options.
(Grade 3)
5WP-F2. Demonstrate ability to make decisions which contribute to a productive
school and work ethic
PO 1. Demonstrate being dependable, trustworthy, and productive while at school
PO 2. Practice decision-making process
5WP-F3. Demonstrate basic academic skills in reading, writing, listening,
speaking and mathematics
(Grade 4)
5WP-E3. Demonstrate the connection between academic skills and career
pathways by identifying required education and training to achieve career
choice(s)
PO 1. Identify academic preparation necessary for a variety of careers
Standard 6
Students illustrate how social, organizational and technological systems function.
Definition: A system equals an organized framework made up of interrelated
components acting together as a whole, in which a change in one component may
affect the entire operation. Examples of systems are social (e.g., family, school)
and technological (e.g., local area network, telephone).
(Grade 3)
6WP-F1. Identify the components and how they fit together in community and
social systems
PO 1. Discuss the relationship between systems in the community (e.g., family,
school, social, technological)
(Grade 4)
6WP-E1. Identify the factors impacting the level of effectiveness of systems
PO 1. Define a system
PO 2. Identify numerous systems that impact students' daily lives
Standard 8
Students apply principles of resource management and develop skills that promote
personal and professional well-being.
8WP-F2. Plan class time to accomplish schoolwork goals
PO 1. Plan class time to accomplish schoolwork goals

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

PS1.A 1   Demonstrate behavior and decisions that reflect your interests, likes and dislikes.

PS1.A 2   Demonstrate use of your abilities, strengths, skills, and talents.

PS1.A 4   Demonstrate behavior and decisions that reflect your work values/needs.

PS1.A 5   Demonstrate a positive self-concept through your behaviors and attitudes.

PS1.A 8   Show how you have adopted behaviors and attitudes to positively affect the self-concept of others.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

PS2.K 1   Identify effective communication skills.

PS2.A 1   Demonstrate effective communication skills.

PS2.R 1   Evaluate your use of effective communication skills.

PS2.K 2   Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.

PS2.A 2   Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.R 2   Assess the degree to which you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.A 3   Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).

PS2.A 4   Demonstrate the ability to get along well with others and work effectively with them in groups.

PS2.A 5   Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.

PS2.K 6   Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.

PS2.A 8   Demonstrate that you accept responsibility for your behavior.

PS2.K10   Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

PS2.A10   Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

Goal PS3: Integrate personal growth and change into your career development.

PS3.K 4   Recognize that external events often cause life changes.

PS3.A 6   Demonstrate adaptability and flexibility when initiating or responding to change.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).

PS4.A 1 Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.

PS4.K 4 Recognize that your life roles and your lifestyle are connected.

PS4.A 4 Show how your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.

ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.A 3 Demonstrate that you are an independent learner.

ED2.K 7 Describe informal learning experiences that contribute to lifelong learning.

ED2.A 7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.R 3 Assess how well you use information (e.g., about you, the economy, and education programs) to make decisions.

CM2.K 4 Identify alternative options and potential consequences for a specific decision.

CM2.A 4 Show how exploring options affected a decision you made.

CM2.A 5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.K 5 Recognize that your geographic mobility impacts on your employability.

CM4.R 5 Analyze the impact of your decisions about geographic mobility on your career goals.

Goal CM5: Integrate changing employment trends, societal needs, and economic conditions into your career plans.

CM5.K 1 Identify societal needs that affect your career plans.
CM5.K 2 Identify economic conditions that affect your career plans.
CM5.K 3 Identify employment trends that affect your career plans.

K—Knowledge
A—Application
R—Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION ELEMENTARY SCHOOL STANDARDS

ACADEMIC DEVELOPMENT:
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
  Improve academic self-concept
  Acquire skills for improving learning
  Achieve school success
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
  Improve learning
Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.
  Relate school to life experiences

CAREER DEVELOPMENT:
Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
  Develop career awareness
  Develop employment readiness
Standard B: Students will employ strategies to achieve future career success and satisfaction.
  Acquire career information
Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.
  Acquire knowledge to achieve career goals
  Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT:
Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
  Acquire self-knowledge
  Acquire interpersonal skills
Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.
  Self-knowledge applications
Standard C: Students will understand safety and survival skills.
  Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS
(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION
Basic Skills:
>   Writing
>   Listening
>   Speaking

Thinking Skills:
>   Creative Thinking
>   Decision Making
>   Problem Solving
>   Seeing Things in the Mind's Eye
>   Knowing How to Learn
>   Reasoning

Personal Qualities:
>   Responsibility
>   Self-Esteem
>   Sociability
>   Self-Management
>   Integrity/Honesty

FIVE COMPETENCIES
Resources:
>   Time
>   Human Resources

Interpersonal:
>   Participates as Member of a Team
>   Exercises Leadership
>   Negotiates
>   Works With Diversity

Information:
>   Acquires and Evaluates Information
>   Organizes and Maintains Information
>   Interprets and Communicates Information

Systems:
>   Understands Systems

THE PLAY REAL GAME: SESSION 9

Session Nine: Real Rehearsal
Summary: Students prepare and rehearse responses to questions about services and businesses in their town and the people who work in them. The facilitator, in the role of representative of Kids' World, Inc., asks a series of questions to determine the kind of services, businesses, and qualified workers available.

ARIZONA ACADEMIC STANDARDS

Language Arts:
Reading:
Strand 3: Comprehending Informational Text
Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.

> **Concept 2: Functional Text**
> Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.
> (Grade 3)
> PO 4. Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.
> (Grade 4)
> PO 1. Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).
> PO 2. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).

Language Arts:
Standard 3: Listening/Speaking:
Students effectively listen and speak in situations which serve different purposes and involve a variety of audiences.

> (Grade 3)
> **3LS-F1.** Use effective vocabulary and logical organization to relate or summarize ideas, events, or other information
> **3LS-F2.** Give and follow multiple-step directions

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.

3LS-F3. Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts, or opinions for a variety of speaking purposes such as giving directions, relating personal experiences, telling a story or presenting a report
(Grade 4)
3LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee

Social Studies:
Strand 5: Economics
Concept 1: Foundations of Economics The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.
(Grade 3)
PO 3. Identify goods and services provided by local government (e.g., fire, immunizations, library, police).
PO 4. Give examples of trade in the local community (e.g., farmers supply the grocer).
PO 6. Discuss how producers use natural, human, and capital resources to create goods and services.
(Grade 4)
PO 3. Give examples of how voluntary exchanges of goods and services can be mutually beneficial (e.g., ice cream vendor receives money, child receives ice cream; doctor receives monetary benefit, patient receives care).

Arts Education: Theatre:
Standard 1: Creating Art
Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.
(Grade 3)
1AT-F3. As a character, play out her/his wants by interacting with others, maintaining concentration, and contributing to the action of classroom improvisations (e.g., scenes based on personal experience and heritage, imagination, literature and history)
PO 1. Develop small group improvisations based on characters' wants and needs
PO 2. Interact in role with other characters in the improvisation
PO 3. Use an imaginative range of movement and dialogue that is appropriate to the characters within the improvisation
(Grade 4)
1AT-E3. Cooperate in an ensemble to rehearse and present improvisations and scripted scenes involving themselves as invented characters
PO 1. In small groups cooperatively plan scenes or improvisations
PO 2. Rehearse an improvisation or scene making certain the action is seen and heard

Standard 2: Art In Context
Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

> (Grade 4)
> **2AT-E3.** Explain how social concepts (e.g., cooperation, communication, collaboration, consensus, self-esteem, risk-taking, sympathy, empathy) apply in theatre and in daily life, literature or history
> PO 2. Compare the social behavior of characters in a film/television and or theatre productions with examples from social behavior in similar situations in daily life
> PO 3. Improvise scenes exemplifying these behaviors

Workplace Skills:
Standard 1

> Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.
> (Grade 3)
> **1WP-F3.** Apply critical listening skills (e.g., listening for content, long-term contexts, emotional meaning, following directions)
> PO 1. Listen effectively
> PO 3. Respond appropriately
> **1WP-F5**. Share ideas, opinions and information with a group, choosing vocabulary that communicates messages clearly, precisely and effectively
> PO 2. Speak to a group
> (Grade 4)
> **1WP-E7.** Identify the relevant details and facts of written materials
> PO 2. Identify relevant facts contained in selected written material

Standard 4

> Students work individually and collaboratively within team settings to accomplish objectives.
> (Grade 3)
> **4WP-F1.** Understand and demonstrate the importance of dependability, trustworthiness, productivity and initiative in all areas of life and when interacting with others
> PO 1. Demonstrate characteristics of positive behavior
> PO 3. Interact collaboratively to obtain team results
> **4WP-F3.** Demonstrate teamwork skills by contributing ideas, suggestions and effort; resolving conflicts; and handling peer pressure
> PO 1. Demonstrate skills necessary for positive group dynamics
> (Grade 4)
> **4WP-E1.** Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns
> PO 2. Identify characteristics of mutual respect
> PO 3. Describe ways to build mutual trust and respect

Standard 5

> Students will demonstrate a set of marketable skills that enhance career options.

(Grade 3)
5WP-F3. Demonstrate basic academic skills in reading, writing, listening, speaking and mathematics
(Grade 4)
5WP-E5. Apply the basic academic skills to develop a resume, job application and interviewing techniques
PO 3. Participate in the interview process

Standard 6
Students illustrate how social, organizational and technological systems function. Definition: A system equals an organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the entire operation. Examples of systems are social (e.g., family, school) and technological (e.g., local area network, telephone).
(Grade 3)
6WP-F1. Identify the components and how they fit together in community and social systems
PO 1. Discuss the relationship between systems in the community (e.g., family, school, social, technological)

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN
Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

PS1.A 2	Demonstrate use of your abilities, strengths, skills, and talents.
PS1.A 5	Demonstrate a positive self-concept through your behaviors and attitudes.
PS1.A 8	Show how you have adopted behaviors and attitudes to positively affect the self-concept of others.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

PS2.K 1	Identify effective communication skills.
PS2.A 1	Demonstrate effective communication skills.
PS2.R 1	Evaluate your use of effective communication skills.
PS2.K 2	Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.
PS2.A 2	Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
PS2.R 2	Assess the degree to which you interact with others in a way that is honest, fair, helpful, and respectful.
PS2.K 3	Identify positive social skills (e.g., good manners and showing gratitude).
PS2.A 3	Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
PS2.R 3	Evaluate how your positive social skills (e.g., good manners and showing gratitude) contribute to effective interactions with others.
PS2.A 4	Demonstrate the ability to get along well with others and work effectively with them in groups.
PS2.K 6	Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
PS2.A 7	Demonstrate the ability to handle outside pressure on you.
PS2.A 8	Demonstrate that you accept responsibility for your behavior.
PS2.A 9	Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.
PS2.K10	Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
PS2.A10	Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

Goal PS3: Integrate personal growth and change into your career development.

PS3.A 6	Demonstrate adaptability and flexibility when initiating or responding to change.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

PS4.K 1   Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).

PS4.A 1   Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.

PS4.K 4   Recognize that your life roles and your lifestyle are connected.

PS4.A 4   Show how your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

ED1.A 2   Demonstrate strategies you are using to improve educational achievement and performance.

ED1.A 3   Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.

ED1.A 6   Exhibit attitudes and behaviors that support educational achievement and performance.

ED1.K 8   Recognize that the ability to acquire and use information contributes to educational achievement and performance.

ED1.A 8   Show how the ability to acquire and use information has affected your educational achievement and performance.

ED1.R 8   Assess your ability to acquire and use information in order to improve educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.A 3   Demonstrate that you are an independent learner.

ED2.A 7   Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM2: Use a process of decision-making as one component of career development.

CM2.A 2   Demonstrate the use of a decision-making model.

CM2.A 3   Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

CM2.R 3   Assess how well you use information (e.g., about you, the economy, and education programs) to make decisions.

CM2.K 4   Identify alternative options and potential consequences for a specific decision.

CM2.A 4   Show how exploring options affected a decision you made.

CM2.A 5   Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.

CM2.K 8   Recognize that chance can play a role in decision-making.

Goal CM3: Use accurate, current, and unbiased career information during career planning and management.

CM3.K 4   Identify several ways to classify occupations.

CM3.K 5   Identify occupations that you might consider without regard to your

gender, race, culture, or ability.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

    CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

    CM4.K 5 Recognize that your geographic mobility impacts on your employability.

    CM4.R 5 Analyze the impact of your decisions about geographic mobility on your career goals.

Goal CM5: Integrate changing employment trends, societal needs, and economic conditions into your career plans.

    CM5.K 1 Identify societal needs that affect your career plans.

    CM5.K 2 Identify economic conditions that affect your career plans.

    CM5.K 3 Identify employment trends that affect your career plans.

K – Knowledge Application
A – Application
R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION ELEMENTARY SCHOOL STANDARDS

ACADEMIC DEVELOPMENT:
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
  Improve academic self-concept
  Acquire skills for improving learning
  Achieve school success
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
  Improve learning
Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.
  Relate school to life experiences

CAREER DEVELOPMENT:
Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
  Develop career awareness
  Develop employment readiness
Standard B: Students will employ strategies to achieve future career success and satisfaction.
  Acquire career information
Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.
  Acquire knowledge to achieve career goals
  Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT:
Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
  Acquire self-knowledge
  Acquire interpersonal skills
Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.
  Self-knowledge applications
Standard C: Students will understand safety and survival skills.
  Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS
(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION
Basic Skills:
- Writing
- Listening
- Speaking

Thinking Skills:
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities:
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

FIVE COMPETENCIES
Resources:
- Time
- Human Resources

Interpersonal:
- Participates as Member of a Team
- Exercises Leadership
- Negotiates
- Works With Diversity

Information:
- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information

Systems:
- Understands Systems

THE PLAY REAL GAME: SESSION 10

Session Ten: Real Play
Summary: Parents and guardians, teachers, and invited guests assume the roles of representatives of Kids' World, Inc. and question the townspeople about the services, businesses, and workers' qualifications their town can offer.

ARIZONA ACADEMIC STANDARDS

Language Arts: **Standard 3: Listening/Speaking:** Students effectively listen and speak in situations which serve different purposes and involve a variety of audiences. 　　(Grade 3) 　　**3LS-F1.** Use effective vocabulary and logical organization to relate or summarize ideas, events, or other information 　　**3LS-F2.** Give and follow multiple-step directions 　　**3LS-F3.** Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts, or opinions for a variety of speaking purposes such as giving directions, relating personal experiences, telling a story or presenting a report 　　(Grade 4) 　　**3LS-E3.** Interpret and respond to questions and evaluate responses both as interviewer and interviewee

Social Studies: **Strand 5: Economics** 　　**Concept 1: Foundations of Economics** The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services. 　　(Grade 3) 　　PO 3. Identify goods and services provided by local government (e.g., fire, immunizations, library, police). 　　PO 4. Give examples of trade in the local community (e.g., farmers supply the grocer). 　　PO 6. Discuss how producers use natural, human, and capital resources to create goods and services.

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex content.

(Grade 4)
PO 3. Give examples of how voluntary exchanges of goods and services can be mutually beneficial (e.g., ice cream vendor receives money, child receives ice cream; doctor receives monetary benefit, patient receives care).

Arts Education: Theatre:
Standard 1: Creating Art
Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.
(Grade 3)
1AT-F3. As a character, play out her/his wants by interacting with others, maintaining concentration, and contributing to the action of classroom improvisations (e.g., scenes based on personal experience and heritage, imagination, literature and history)
PO 1. Develop small group improvisations based on characters' wants and needs
PO 2. Interact in role with other characters in the improvisation
PO 3. Use an imaginative range of movement and dialogue that is appropriate to the characters within the improvisation
(Grade 4)
1AT-E3. Cooperate in an ensemble to rehearse and present improvisations and scripted scenes involving themselves as invented characters
PO 3. Participate in a classroom presentation and/or a film/video demonstrating vocal and movement techniques to portray a character

Standard 2: Art In Context
Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.
(Grade 4)
2AT-E3. Explain how social concepts (e.g., cooperation, communication, collaboration, consensus, self-esteem, risk-taking, sympathy, empathy) apply in theatre and in daily life, literature or history
PO 2. Compare the social behavior of characters in a film/television and or theatre productions with examples from social behavior in similar situations in daily life
PO 3. Improvise scenes exemplifying these behaviors

Workplace Skills:
Standard 1
Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.
(Grade 3)
1WP-F3. Apply critical listening skills (e.g., listening for content, long-term contexts, emotional meaning, following directions)
PO 1. Listen effectively
PO 3. Respond appropriately
1WP-F5. Share ideas, opinions and information with a group, choosing

vocabulary that communicates messages clearly, precisely and effectively
PO 2. Speak to a group
(Grade 4)
1WP-E7. Identify the relevant details and facts of written materials
PO 2. Identify relevant facts contained in selected written material

Standard 4

Students work individually and collaboratively within team settings to accomplish objectives.
(Grade 3)
4WP-F1. Understand and demonstrate the importance of dependability, trustworthiness, productivity and initiative in all areas of life and when interacting with others
PO 1. Demonstrate characteristics of positive behavior
PO 3. Interact collaboratively to obtain team results
4WP-F3. Demonstrate teamwork skills by contributing ideas, suggestions and effort; resolving conflicts; and handling peer pressure
PO 1. Demonstrate skills necessary for positive group dynamics
(Grade 4)
4WP-E1. Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns
PO 2. Identify characteristics of mutual respect
PO 3. Describe ways to build mutual trust and respect

Standard 5

Students will demonstrate a set of marketable skills that enhance career options.
(Grade 3)
5WP-F3. Demonstrate basic academic skills in reading, writing, listening, speaking and mathematics
(Grade 4)
5WP-E5. Apply the basic academic skills to develop a resume, job application and interviewing techniques
PO 3. Participate in the interview process

Standard 6

Students illustrate how social, organizational and technological systems function. Definition: A system equals an organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the entire operation. Examples of systems are social (e.g., family, school) and technological (e.g., local area network, telephone).
(Grade 3)
6WP-F1. Identify the components and how they fit together in community and social systems
PO 1. Discuss the relationship between systems in the community (e.g., family, school, social, technological)

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN
Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

PS1.A 2   Demonstrate use of your abilities, strengths, skills, and talents.
PS1.A 5   Demonstrate a positive self-concept through your behaviors and attitudes.
PS1.A 8   Show how you have adopted behaviors and attitudes to positively affect the self-concept of others.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

PS2.K 1   Identify effective communication skills.
PS2.A 1   Demonstrate effective communication skills.
PS2.R 1   Evaluate your use of effective communication skills.
PS2.K 2   Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.
PS2.A 2   Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.
PS2.R 2   Assess the degree to which you interact with others in a way that is honest, fair, helpful, and respectful.
PS2.K 3   Identify positive social skills (e.g., good manners and showing gratitude).
PS2.A 3   Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).
PS2.R 3   Evaluate how your positive social skills (e.g., good manners and showing gratitude) contribute to effective interactions with others.
PS2.A 4   Demonstrate the ability to get along well with others and work effectively with them in groups.
PS2.K 6   Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
PS2.A 7   Demonstrate the ability to handle outside pressure on you.
PS2.A 8   Demonstrate that you accept responsibility for your behavior.
PS2.A 9   Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.
PS2.K10   Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
PS2.A10   Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

Goal PS3: Integrate personal growth and change into your career development.

PS3.A 6   Demonstrate adaptability and flexibility when initiating or responding to change.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

    PS4.K 1 Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).

    PS4.A 1 Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.

    PS4.K 4 Recognize that your life roles and your lifestyle are connected.

    PS4.A 4 Show how your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN

Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

    ED1.A 2 Demonstrate strategies you are using to improve educational achievement and performance.

    ED1.A 3 Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.

    ED1.A 6 Exhibit attitudes and behaviors that support educational achievement and performance.

    ED1.K 8 Recognize that the ability to acquire and use information contributes to educational achievement and performance.

    ED1.A 8 Show how the ability to acquire and use information has affected your educational achievement and performance.

    ED1.R 8 Assess your ability to acquire and use information in order to improve educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

    ED2.A 3 Demonstrate that you are an independent learner.

    ED2.A 7 Demonstrate participation in informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM2: Use a process of decision-making as one component of career development.

    CM2.A 2 Demonstrate the use of a decision-making model.

    CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.

    CM2.R 3 Assess how well you use information (e.g., about you, the economy, and education programs) to make decisions.

    CM2.K 4 Identify alternative options and potential consequences for a specific decision.

    CM2.A 4 Show how exploring options affected a decision you made.

    CM2.A 5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.

    CM2.K 8 Recognize that chance can play a role in decision-making.

Goal CM3: Use accurate, current, and unbiased career information during career planning and management.

    CM3.K 4 Identify several ways to classify occupations.

    CM3.K 5 Identify occupations that you might consider without regard to your

gender, race, culture, or ability.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.K 5 Recognize that your geographic mobility impacts on your employability.

CM4.R 5 Analyze the impact of your decisions about geographic mobility on your career goals.

Goal CM5: Integrate changing employment trends, societal needs, and economic conditions into your career plans.

CM5.K 1 Identify societal needs that affect your career plans.

CM5.K 2 Identify economic conditions that affect your career plans.

CM5.K 3 Identify employment trends that affect your career plans.

K – Knowledge Application
A – Application
R – Reflection

AMERICAN SCHOOL COUNSELOR ASSOCIATION ELEMENTARY SCHOOL STANDARDS

ACADEMIC DEVELOPMENT:
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
      Improve academic self-concept
      Acquire skills for improving learning
      Achieve school success
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
      Improve learning
Standard C: Students will understand the relationship of academics to the world of work, to life at home, and to the community.
      Relate school to life experiences

CAREER DEVELOPMENT:
Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
      Develop career awareness
      Develop employment readiness
Standard B: Students will employ strategies to achieve future career success and satisfaction.
      Acquire career information
Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.
      Acquire knowledge to achieve career goals
      Apply skills to achieve career goals

PERSONAL/SOCIAL DEVELOPMENT:
Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
      Acquire self-knowledge
      Acquire interpersonal skills
Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.
      Self-knowledge applications
Standard C: Students will understand safety and survival skills.
      Acquire personal safety skills

SCANS EMPLOYABILITY SKILLS
(Secretary's Commission on Achieving Necessary Skills)

THREE-PART FOUNDATION
Basic Skills:
     Writing
     Listening
     Speaking
Thinking Skills:
     Creative Thinking
     Decision Making
     Problem Solving
     Seeing Things in the Mind's Eye
     Knowing How to Learn
     Reasoning
Personal Qualities:
     Responsibility
     Self-Esteem
     Sociability
     Self-Management
     Integrity/Honesty

FIVE COMPETENCIES
Resources:
     Time
     Human Resources
Interpersonal:
     Participates as Member of a Team
     Exercises Leadership
     Negotiates
     Works With Diversity
Information:
     Acquires and Evaluates Information
     Organizes and Maintains Information
     Interprets and Communicates Information
Systems:
     Understands Systems

ARIZONA ACADEMIC STANDARDS

Coding for Articulated Standards
R00-S0C0

$$R \quad 0\,0 - S\,0 \quad C\,0$$

| Subject (Reading) | Grade level | Strand | Concept |

Examples of standards' codes:

Reading: R09-S2C2 (Grade 9, Strand 2, Concept 2)
Writing: W09-S1C3 (Grade 9, Strand 1, Concept 3)
Mathematics: MHS-S5C1 (High School, Strand 5, Concept 1)
Science: SCHS-S1C1 (High School, Strand 1, Concept 1)
Social Studies: SS05-S1C1 (Grade 5, Strand 1, Concept 1)

Grade level codes:

All grades through Grade 8:   Grade 10 10
Grade   3 03   Grade 11 11
Grade   4 04   Grade 12 12
Grade   5 05
Grade   6 06   Mathematics: High School (one level) HS
Grade   7 07   Science: High School (one level) HS
Grade   8 08   Social Studies: High School (one level) HS
Grade   9 09

Performance Objective: PO
This may be included in the code by adding the Performance Objective number. Performance Objectives (PO) may be identified for one or more grade levels. They will have the same number but represent different grade levels.

Example: R09-S1C1-01.

Additional Standards:

<div align="center">

1T-E1

1   T -   E   1

Standard   Subject   Level   Concept
(Technology)

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Examples of standards' codes:

> **Listening and Speaking:** 3LS – F2 (Foundations, Concept 2)
> **Viewing and Presenting:** 4LS – E1 (Essentials, Concept 1)
> **Arts Education – Visual Arts:** 2AV-E3 (Essentials, Concept 3)
> **Arts Education – Theatre Arts:** 3AV-P1 (Proficiency, Concept 1)
> **Technology Education:** 1T – E2 (Essentials, Concept 2)
> **Workplace Skills:** 2WP – D4 (Distinction, Concept 4)

> Grades 1-3 (Foundations)
> Grades 4-8 (Essentials)
> High School (Proficiency)
> High School Honors Honors (Distinction)

Performance Objective: PO
This may be included in the code by adding the Performance Objective number.

Example: 3WP-P5-01.

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For additional information:
Arizona Department of Education
Arizona Academic Standards
http://www.ade.az.gov/standards/contentstandards.asp

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READING STANDARD

Introduction

Reading is a complex skill that involves learning language and using it effectively in the active process of constructing meaning embedded in text. It requires students to fluently decode the words on a page, understand the vocabulary of the writer, and use strategies to build comprehension of the text. It is a vital form of communication in the 21st century and a critical skill for students of this "information age" as they learn to synthesize a vast array of texts. The Reading Standard Articulated by Grade Level will provide a clear delineation of what students need to know and be able to do at each grade level. This allows teachers to better plan instructional goals for students at any grade.

Rationale

Requirements in the *No Child Left Behind Act of 2001* (NCLB) and the standard practice of conducting periodic review of the state academic standards prompted the decision by the Arizona Department of Education to refine and articulate the academic standards for mathematics and reading by grade level. This refinement and articulation project was started in July 2002, and was completed in March 2003.

For complete information on the Reading Standard:
http://www.ade.az.gov/standards/language-arts/articulated.asp

Strand One: Reading Process

Recent research has established the major components of effective reading instruction. They are identified in the six concepts of this strand, each supported with specific performance objectives. While different skills will be emphasized at different stages of a student's reading development, all components are needed and used by fluent readers as they interact with text.

Concept 4: Vocabulary
Readers who develop a rich and varied repertoire of word meanings have a greater capacity for understanding the text they read. Reading vocabulary refers specifically to words readers recognize or use in print. Students learn vocabulary by direct instruction, and also indirectly through experiences in listening to read alouds and in reading on their own.

Concept 5: Fluency
Fluency is the ability to read a text with automaticity, accuracy, and expression to support comprehension. Fluency is a critical bridge between decoding and comprehension. Once a reader is able to access the printed words with confidence, he or she can better concentrate on reading for understanding.

Concept 6: Comprehension
Understanding the meaning embedded in text is the fundamental reason for reading. Good readers establish a purpose for reading and actively monitor their comprehension to accomplish their goal. They adjust the speed of their reading to accommodate challenging text, resolve comprehension problems while they're reading, and check for understanding when they are

finished. Good readers consciously use comprehension strategies to make sense of what they have read.

Strand 2: Comprehending Literary Text

This strand focuses on comprehension of fiction, including literature, poetry, and drama, and their historical and cultural contexts.

Concept 1: Elements of Literature

Comprehension elements in this concept address higher level thinking skills. This concept addresses the structure and elements of text such as plot, characters and theme, but also analyze, interpret, conclude and draw inferences. In this strand, students are expected to identify, analyze and interpret a variety of genres, relating them to their own experience and knowledge.

Concept 2: Historical and Cultural Aspects of Literature

This concept recognizes that comprehension of literary text is enhanced by an informed awareness of global issues and cultures. Literature that crosses cultural and national boundaries offers an excellent experience for students to broaden their horizons and understanding. Learning about the historical impact of an issue or incident allows today's students to make connections to the past and understand the present.

Stand 3: Comprehending Informational Text

The comprehension skills particular to informational text can be taught across all content areas. Students need the opportunity to learn and practice these skills with the reading material they are required to read in various subject areas. It is important that students have the opportunity to read and understand real world text in order to apply these skills to their personal or workplace tasks.

Concept 1: Expository Text

Expository text, such as encyclopedias, articles, textbooks and reference sources, provides organized information and explanations. Students need to be able to use, interpret, and analyze expository text to locate information for school or personal use.

Concept 2: Functional Text.

Functional text, such as maps, schedules, forms and workplace manuals conveys information. Students need to be able to use, interpret, and analyze functional text in order to perform everyday practical tasks.

Concept 3: Persuasive Text

Persuasive text, such as in editorial essays, reviews or critiques is written to sway or impress the reader. Students need to carefully read and analyze persuasive text in order to determine that the information in the text is accurate and unbiased.

WRITING STANDARD

Introduction

The purpose of the Writing Standard Articulated by Grade Level is to equip students with the skills and knowledge needed to participate in society as literate citizens. The ability to communicate effectively in writing will be essential to their success in their communities and careers. Students may realize personal fulfillment and enjoyment as they learn to become proficient writers and continue as writers throughout their lives. Writing is a complex skill that involves learning language and using it effectively to convey meaning through text. This standard recognizes that students' abilities in writing develop from their earliest stages with phonetic spelling; to limited understanding of a certain genre; to the ability to produce conventional, coherent, unified documents. Their ideas are expressed in various forms, such as notes, lists, letters, journal writing, stories, web postings, instant messaging, essays, and reports. Effective writing may be evaluated by examining the use of ideas, organization, voice, word choice, sentence fluency, and conventions.

Rationale

Requirements in the No Child Left Behind Act of 2001 (NCLB) and the standard practice of conducting periodic review of the state academic standards prompted the decision by the Arizona Department of Education to refine and articulate the academic standards for mathematics, reading, writing, and science by grade level. This refinement and articulation project was started in December 2003, and was completed in June 2004.

For more information on the Writing Standard:
http://www.ade.az.gov/standards/language-arts/writing/articulated.asp

Strand One: Writing Process

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

Concept 2: Drafting
Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

Concept 3: Revising
Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)

Concept 4: Editing
Editing includes proofreading and correcting the draft for conventions.

Concept 5: Publishing
Publishing includes formatting and presenting a final product for the intended audience.

Strand 2: Writing Elements

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content
Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.

Concept 2: Organization
Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

Concept 3: Voice
Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.

Concept 4: Word Choice
Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.

Concept 5: Sentence Fluency
Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

Concept 6: Conventions
Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

Strand 3: Writing Applications

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills,

and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

Concept 1: Expressive
Expressive writing includes **personal narratives**, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

Concept 2: Expository
Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a **thesis** based on research, observation, and/or experience.

Concept 3: Functional
Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

Concept 4: Persuasive
Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

Concept 5: Literary Response
Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.

Concept 6: Research
Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product

MATHEMATICS STANDARD

Introduction

Mathematics is a highly interconnected discipline. The need to understand and use a variety of mathematical strategies in multiple contextual situations has never been greater. Utilization of mathematics continues to increase in all aspects of everyday life, as a part of cultural heritage, the workplace, and in the scientific and technical communities. Today's changing world will offer enhanced opportunities and options for those who thoroughly understand mathematics. The Mathematics Standard Articulated By Grade Level describes a connected body of mathematical understandings and competencies that provide a foundation for all students. They define the understanding, conceptual knowledge, and skills that students are to acquire. Communication, problem solving, reasoning and proof, connections and representation are the process standards as described in the *Principles and Standards for School Mathematics* from the National Council of Teachers of Mathematics (NCTM). These process standards are interwoven within all the content strands of the Arizona Mathematics Standard. The process standards emphasize ways to acquire and use the content knowledge. Mathematics education should enable students to fulfill personal ambitions and career goals in an informational age. In the NCTM *Principles and Standards* document it asks us to "*Imagine a classroom, a school, or a school district where all students have access to high-quality, engaging mathematics instruction. There are ambitious expectations for all, with accommodations for those who need it".1* The Arizona Mathematics Standard Articulated by Grade Level is intended to facilitate this vision.

Rationale

Requirements in the *No Child Left Behind Act of 2001* (NCLB) and the need to do a periodic review of the state academic standards prompted the decision by the Arizona Department of Education to refine and articulate the academic standards for mathematics and reading by grade level. This refinement and articulation project was started in July 2002, and was completed in March 2003. Due to the nature of the content, some performance objectives are repeated in subsequent grade levels. However, the intent is that the complexity, depth, and difficulty of the performance objective content must increase from one grade level to the next.

For more information on the Mathematic Standard:
http://www.ade.az.gov/standards/math/articulated.asp

Strand One: Number Sense and Operations

Number Sense is the understanding of numbers and how they relate to each other and how they are used in specific context or real-world application. It includes an awareness of the different ways in which numbers are used, such as, counting, measuring, labeling, and locating. It includes an awareness of the different types of numbers, such as, whole numbers, integers, fractions, and decimals and the relationships between them, and when each is most useful. Number sense includes an understanding of the size of numbers, so that students should be able to recognize that the volume of their room is closer to 1,000 than 10,000 cubic feet. Students develop a sense of what numbers are: to use numbers and number relationships, to acquire basic facts, to solve a wide variety of real-world problems, and to estimate to determine the reasonableness of results.

Concept 1: Number Sense
Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems.

Concept 2: Numerical Operations
Understand and apply numerical operations and their relationship to one another.

Concept 3: Estimation
Use estimation strategies reasonably and fluently.

Strand 2: Data Analysis, Probability, and Discrete Math

This strand requires students to use data collection, data analysis, statistics, probability, systematic listing and counting, and the study of graphs. This prepares the student for the study of discrete functions, fractals and chaos, and to make valid inferences, decisions, and arguments. Discrete mathematics is a branch of mathematics that is widely used in business and industry. Combinatorics is the mathematics of systematic counting. Vertex-edge graphs are used to model and solve problems involving paths, networks, and relationships among a finite number of objects.

Concept 1: Data Analysis (Statistics)
Understand and apply data collection, organization, and representation to analyze and sort data. This is considered to be the analysis and interpretation of numerical data in terms of samples and populations.

Concept 2: Probability
Understand and apply the basic concepts of probability. This is the field of mathematics that deals with the likelihood that an event will occur expressed as the ratio of the number of favorable outcomes in the set of outcomes divided by the total number of possible outcomes.

Concept 3: Discrete Mathematics (Systematic Listing & Counting)
Understand and demonstrate the systematic listing and counting of possible outcomes. This field of mathematics is generally referred to as Combinatorics.

Concept 4: Discrete Mathematics (Vertex-Edge Graphs)
Understand and apply the concepts vertex-edge graphs and networks. This field ties in graph theory with practical problems.

Strand 3: Patterns, Algebra, and Functions

Patterns occur everywhere in nature. Algebraic methods are used to explore, model and describe patterns, relationships, and functions involving numbers, shapes, iteration, recursion, and graphs within a variety of real-world problem solving situations. Iteration and recursion are used to model sequential, step-by-step change. Algebra emphasizes relationships among quantities, including functions, ways of representing mathematical relationships, and the analysis of change.

Concept 1: Patterns
Identify patterns and apply pattern recognition to reason mathematically. Students begin with simple repetitive patterns of many iterations. This is the beginning of recursive thinking. Later, students can study sequences that can best be defined and computed using recursion

Concept 2: Functions & Relationships
Describe and model functions and their relationships. For example, distribution and communication networks, laws of physics, population models, and statistical results can all be represented in the symbolic language of algebra.

Concept 3: Algebraic Representations
Represent and analyze mathematical situations and structures using algebraic representations. Algebraic representation is about abstract structures and about using the principles of those structures in solving problems expressed with symbols.

Concept 4: Analysis of Change
Analyze change in a variable over time and in various contexts such as, qualitative change, quantitative change, and the idea that slope represents the constant rate of change in linear functions, and functions that have non-constant rates of change.

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Strand 4: Geometry and Measurement

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Geometry is a natural place for the development of students' reasoning, higher thinking, and justification skills, culminating in work with proofs. Geometric modeling and spatial reasoning offer ways to interpret and describe physical environments and can be important tools in problem solving. Students use geometric methods, properties and relationships, transformations, and coordinate geometry as a means to recognize, draw, describe, connect, analyze, and measure shapes and representations in the physical world. Measurement is the assignment of a numerical value to an attribute of an object, such as the length of a pencil. At more-sophisticated levels, measurement involves assigning a number to a characteristic of a situation, as is done by the consumer price index. Understanding what a measurable attribute is and becoming familiar with the units and processes that are used in measuring attributes, is a major emphasis in this strand.

Concept 1: Geometric Properties
Analyze the attributes and properties of two- and three-dimensional shapes and develop mathematical arguments about their relationships (in conjunction with strand 5, concept 2).

Concept 2: Transformation of Shapes
Apply spatial reasoning to create transformations and use symmetry to analyze mathematical situations.

Concept 3: Coordinate Geometry
Specify and describe spatial relationships using coordinate geometry and other representational systems.

Concept 4: Measurement - Units of Measure - Geometric Objects

Understand and apply appropriate units of measure, measurement techniques, and formulas to determine measurements.

Strand 5: Structure and Logic

This strand is unique to the Arizona Mathematics Standard and might be considered an extension of problem solving. Students draw from the content of the other four strands to devise algorithms and analyze algorithmic thinking. Strand One and Strand Three provide the conceptual and computational basis for these algorithms. Logical reasoning and proof draws its substance from the study of geometry, patterns, and analysis to connect remaining strands. Students use algorithms, algorithmic thinking, and logical reasoning, both inductive and deductive, as they make conjectures and test the validity of arguments and proofs. They evaluate situations, select problem solving strategies, draw logical conclusions, develop and describe solutions and recognize their applications.

Concept 1: Algorithms and Algorithmic Thinking
Use reasoning to solve mathematical problems in contextual situations. Determine step-by-step series of instructions to explain mathematical processes.

Concept 2: Logic, Reasoning, Arguments, and Mathematical Proof
Evaluate situations, select problem solving strategies, draw logical conclusions, develop and describe solutions, and recognize and describe their applications. Develop mathematical arguments based on induction and deduction, and distinguish between valid and invalid arguments.

SCIENCE STANDARD

Introduction

Students are naturally curious about the world and their place in it. Sustaining this curiosity and giving it a scientific foundation must be a high priority in Arizona schools. Application of scientific thinking enables Arizona students to strengthen skills that people use every day: solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and valuing lifelong learning. Science education is much more than merely learning content. It is the active process of investigation and the critical review of evidence related to the world around us, both visible and invisible. Science is a dynamic process of gathering and evaluating information, looking for patterns, and then devising and testing possible explanations. Active engagement in scientific investigation leads students to think critically and to develop reasoning skills that allow them to become independent, lifelong learners. Science methods and thought processes have application well beyond the bounds of science and support learning goals in all subject areas. The Arizona Science Standard Articulated by Grade Level has been written for ALL students. The science standard is set with the expectation that science instruction occurs at all grade levels – beginning in early grades with simple exploration, progressing to increasingly organized and sophisticated science investigations in higher grades. Underlying all of the science standard strands are the five unifying concepts as identified in the National Science Education Standards (1995):

- Systems, Order, and Organization
- Evidence, Models, and Explanation
- Constancy, Change, and Measurement
- Evolution and Equilibrium
- Form and Function

This conceptual framework provides students with productive and insightful ways of considering and integrating a range of basic ideas that explain the natural world. Because the understanding and abilities associated with major conceptual and procedural schemes need to be developed over an entire education, the unifying concepts and processes transcend disciplinary boundaries. These unifying concepts can be introduced in early grades and developed appropriately through the elementary grades and high school. Students should be explicitly shown how each of these unifying concepts apply to and connect life, physical, and earth and space sciences. These science content areas can be taught in conjunction with each other, as well as with other subject areas in an interdisciplinary approach. The unifying concepts in science education help focus instruction and provide a link to other disciplines.

Rationale

Requirements in the *No Child Left Behind Act of 2001* (NCLB) and the need for periodic review of the state academic standards prompted the decision by the Arizona Department of Education (ADE) to refine and articulate the academic standard for science by grade level. This refinement and articulation project was started in April 2003, and was completed in May 2004.

For more information:
http://www.ade.az.gov/standards/science/articulated.asp

Strand 1: Inquiry Process

"Science as inquiry is basic to science education and a controlling principle in the continuing organization and selection of students' activities. Students at all grade levels and in every domain of science should have the opportunity to use scientific inquiry and develop the ability to think and act in ways associated with inquiry…" (National Science Education Standards, 1995). Inquiry Process establishes the basis for students' learning in science. Students use scientific processes: questioning, planning and conducting investigations, using appropriate tools and techniques to gather data, thinking critically and logically about relationships between evidence and explanations, and communicating results.

Concept 1: HS Observations, Questions, and Hypotheses
Formulate predictions, questions, or hypotheses based on observations. Evaluate appropriate resources.

Concept 2: HS Scientific Testing (Investigating and Modeling)
Design and conduct controlled investigations.

Concept 3: HS Analysis, Conclusions, and Refinements
Evaluate experimental design, analyze data to explain results and to propose further investigations. Design models.

Concept 4: HS Communication
Communicate results of investigations.

Strand 2: History and Nature of Science

"Knowledge of the nature of science is central to the understanding of the scientific enterprise." (National Assessment of Educational Progress, 2000) Scientific investigation grows from the contributions of many people. History and Nature of Science emphasizes the importance of the inclusion of historical perspectives and the advances that each new development brings to technology and human knowledge. This strand focuses on the human aspects of science and the role that scientists play in the development of various cultures.

Concept 1: HS History of Science as a Human Endeavor
Identify individual, cultural, and technological contributions to scientific knowledge.

Concept 2: HS Nature of Scientific Knowledge
Understand how scientists evaluate and extend scientific knowledge.

Strand 3: Science in Personal and Social Perspectives

Science in Personal and Social Perspectives emphasizes developing the ability to design a solution to a problem, to understand the relationship between science and technology, and the

ways people are involved in both. Students understand the impact of science and technology on human activity and the environment. This strand affords students the opportunity to understand their place in the world – as living creatures, consumers, decision makers, problem solvers, managers, and planners.

Concept 1: HS Changes in Environments
Describe the interactions between human populations, natural hazards, and the environment.

Concept 2: HS Science and Technology in Society
Develop viable solutions to a need or problem.

Concept 3: HS Human Population Characteristics
Analyze factors that affect human populations.

Strand 4: Life Science

"The fundamental goal of life sciences is to attempt to understand and explain the nature of life." (NAEP 2000) Life Science expands students' biological understanding of life by focusing on the characteristics of living things, the diversity of life, and how organisms and populations change over time in terms of biological adaptation and genetics. This understanding includes the relationship of structures to their functions and life cycles, interrelationships of matter and energy in living organisms, and the interactions of living organisms with their environment.

Concept 1: HS The Cell
Understand the role of the cell and cellular processes.

Concept 2: HS Molecular Basis of Heredity
Understand the molecular basis of heredity and resulting genetic diversity.

Concept 3: HS Interdependence of Organisms
Analyze the relationships among various organisms and their environment.

Concept 4: HS Biological Evolution
Understand the scientific principles and processes involved in biological evolution.

Concept 5: HS Matter, Energy, and Organization in Living Systems (Including Human Systems)
Understand the organization of living systems, and the role of energy within those systems.

Strand 5: Physical Science

"The physical science component … should probe the following major topics: matter and its transformations, energy and its transformations, and the motion of things." (NAEP 2000) Physical Science affords students the opportunity to increase their understanding of the characteristics of objects and materials they encounter daily. Students gain an understanding of

the nature of matter and energy including their forms, the changes they undergo, and their interactions. By studying objects and the forces that act upon them, students develop an understanding of the fundamental laws of motion, knowledge of the various ways energy is stored in a system, and the processes by which energy is transferred between systems and surroundings.

Concept 1: HS Structure and Properties of Matter
Understand physical, chemical, and atomic properties of matter.

Concept 2: HS Motions and Forces
Analyze relationships between forces and motion.

Concept 3: HS Conservation of Energy and Increase in Disorder
Understand ways that energy is conserved, stored, and transferred.

Concept 4: HS Chemical Reactions
Investigate relationships between reactants and products in chemical reactions.

Concept 5: HS Interactions of Energy and Matter
Understand the interactions of energy and matter.

Strand 6: Earth and Space Science

"Earth science is the study of the planets, Earth's composition, processes, environments and history, focusing on the solid Earth, and its interaction with air and water." (NAEP 2000) Earth and Space Science provides the foundation for students to develop an understanding of the Earth, its history, composition, and formative processes, and an understanding of the solar system and the universe. Students study the regularities of the interrelated systems of the natural world. In doing so, they develop understandings of the basic laws, theories, and models that explain the world (NSES, 1995). By studying the Earth from both a historical and current time frame, students can make informed decisions about issues affecting the planet on which they live

Concept 1: Structure of the Earth
Describe the composition and interactions between the structure of the Earth and its atmosphere.

Concept 2: Earth's Processes and Systems
Understand the processes acting on the Earth and their interaction with the earth systems.

Concept 3: Earth in the Solar System
Understand the relationships of the Earth and other objects in the solar system.

SOCIAL STUDIES STANDARD

Introduction

To maintain the Union that supports our freedoms, we must rely on the knowledge, skills, and character of its citizens and those they elect to public office. Critical to the preservation and improvement of America's republican form of government is the study of our founding principles, namely those detailed in the United States Constitution, the Declaration of Independence, and *The Federalist Papers*. The standard includes the study of rich and diverse contributions that people of many backgrounds have made to American life and institutions while emphasizing our shared heritage. Well-informed citizens understand our political, cultural and economic interaction with the rest of the world. The standard presents academic content and skills in the four interrelated disciplines of history, geography, civics/government, and economics that are essential to an understanding of our human experience, past and present.

Rationale

Requirements in the *No Child Left Behind Act of 2001* (NCLB) and the practice of periodic review of the state academic standards prompted the decision by the Arizona Department of Education to refine and articulate the academic standards for mathematics, reading, writing, and science by grade level. An articulation of the social studies standard was included in the process in order to provide consistency across content areas. The skills and content of social studies are not only a critical component of a comprehensive curriculum they also support student success in other areas. The Social Studies Standard was revised and written in articulated grade-specific performance objectives in 2004 – 2005.

For more information on the Social Studies Standard:
http://www.ade.state.az.us/standards/sstudies/surveys/

Strand 1 – American History

A study of American history is integral for students to analyze our national experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in Arizona and American history. Students will be able to apply the lessons of American History to their lives as citizens of the United States.

Concept 1: Research Skills for History
Historical Research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively, students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events.

Concept 2: Early Civilizations
The geographic, political, economic, and cultural characteristics of early civilizations made significant contributions to the later development of the United States. This forms the basis of knowledge for further study of history.

Concept 3: Exploration and Colonization
The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the United States. Understanding the formation and early growth of the United States is fundamental to appreciating the unique nature of our country.

Concept 4: Revolution and New Nation
The development of American constitutional democracy grew from political, cultural and economic issues, ideas, and events. Examination of the philosophical and historic foundations of the United States is critical for citizens to be able to continue to uphold the founding principles of our nation.

Concept 5: Westward Expansion
Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the United States. Tracing the impact of expansion into the West provides insight into the changing character of the United States.

Concept 6: Civil War and Reconstruction
Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures. The complex issues of this period continue to affect the daily life and development of the United States.

Concept 7: Emergence of the Modern United States

Economic, social, and cultural changes transformed the United States into a world power. Examination of the changing role and influence of the United States as it matured into a world power gives insight into our role in the world today.

Concept 8: Great Depression and World War II
Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of United States citizens. The continuing importance of these issues requires that students fully understand their complex nature and how they still affect us today.

Concept 9: Post World War II United States
Postwar tensions led to social change in the United States and to a heightened focus on foreign policy. Civil Rights struggles, changing social expectations, global tensions, and economic growth defined the modern United States. Those issues continue to change and reshape our nation.

Concept 10: Contemporary United States
Current events and issues continue to shape our nation and our involvement in the global community. Our role in the world demands informed citizens who know and value the perspective historical knowledge provides.

Strand 2 – World History

A study of World History is integral for students to analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas,

beliefs, and turning points in American and world history. Students should be able to apply the lessons of World History to their lives as citizens of the United States and members of the world community.

Concept 1: Research Skills for History
Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively, students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events.

Concept 2: Early Civilizations
The geographic, political, economic, and cultural characteristics of early civilizations significantly influenced the development of later civilizations. An understanding of the earliest contributions to society is vital to understanding the rest of the world and our place in it.

Concept 3: World in Transition
People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity, cooperation and competition. Examination of these civilizations provides understanding of their enduring contributions to the modern world.

Concept 4: Renaissance and Reformation
The rise of individualism challenged traditional Western authority and belief systems resulting in a variety of new institutions, philosophical and religious ideas, and cultural and social achievements. The ideas born in this era continue to form a basis for political and social thought.

Concept 5: Encounters and Exchange
Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies worldwide, transforming and creating nations. The expansion of the existing nations of the world led to the exchange of ideas, goods, and cultures that formed a foundation for the modern age.

Concept 6: Age of Revolution
Intensified internal conflicts led to the radical overthrow of traditional governments and created new political, economic, and intellectual systems. During this time new nations, including the United States, were born and changes in thought and technology contributed to creating a new type of national identity.

Concept 7: Age of Imperialism
Industrialized nations exerted political, economic, and social control over less developed areas of the world. The exercise of imperial power led to world tensions that erupted in war and tumultuous change.

Concept 8: World at War
Global events, economic issues, and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change. The changes in the concentration of political power led to changes in the world that continue today.

Concept 9: Contemporary World
The nations of the contemporary world are shaped by their cultural and political past. Current events, developments, and issues continue to shape the global community.

Strand 3 - Civics/Government

The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will understand the importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

Concept 1: Foundations of Government
United States democracy is based on the principles and ideals that are embodied by symbols, people and documents. An understanding of these principles and ideals are vital for citizens to participate fully in the democratic process.

Concept 2: Structure of Government
The United States structure of government is characterized by the separation and balance of powers. Participation as an informed citizen requires fundamental knowledge of how our government is structured and the safeguards that are in place to ensure the integrity of the democratic process.

Concept 3: Functions of Government
Laws and policies are developed to govern, protect, and promote the well-being of the people. Our ever-evolving government sets policies and creates laws to achieve these goals.

Concept 4: Rights, Responsibilities, and Roles of Citizenship
The rights, responsibilities, and practices of United States citizenship are founded in the Constitution and the nation's history. Fully informed citizens are better able to protect the rights and privileges guaranteed to the citizens of our nation.

Concept 5: Government Systems of the World
Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.

Strand 4 – Geography

The goal of the geography strand is to provide an understanding of the human and physical characteristics of the Earth's places and regions and how people of different cultural backgrounds

interact with their environment. Geographic reasoning is a way of studying human and natural features within a spatial perspective. Through the study of geography, students will be able to understand local, national, regional, and global issues. Students will interpret the arrangement and interactions of human and physical systems on the surface of the Earth. As these patterns have changed over time and are important to governments and economies, geographic reasoning will enhance students' understanding of history, civics, and economics.

Concept 1: The World in Spatial Terms
The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments. Mastery of these tools enables students to better understand information and make decisions that affect the future.

Concept 2: Places and Regions
Places and regions have distinct physical and cultural characteristics. These concepts are a foundation for many economic, political, and social decisions made throughout the world.

Concept 3: Physical Systems
Physical processes shape the Earth and interact with plant and animal life to create, sustain, and modify ecosystems**.** These processes affect the distribution of resources and economic development. Science Strands are summarized as they apply to Social Studies content in Grades K-8. In High School, the Performance Objectives are a summary of skills and content for grades 9 -12. These concepts are reinforced in Social Studies classes, but assessed through Science.

Concept 4: Human Systems
Human cultures, their nature, and distribution affect societies and the Earth. The world is increasingly interconnected and these concepts allow full understanding of major issues facing us.

Concept 5: Environment and Society
Human and environmental interactions are interdependent. Humans interact with the environment-they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.

Concept 6: Geographic Applications
Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past and the present, and to plan for the future. The use of geographic analysis is elemental in solving problems and making good decisions.

<div align="center">

Strand 5 - Economics
</div>

The goal of the economics strand is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This will prepare students to weigh both short-term and long-term effects of decisions as well as possible unintended consequences. The study of economics explains historical developments and patterns, the results of trade, and the distribution of income and wealth in local,

regional, national, and world economies. Students will be able to analyze current issues and public policies and to
understand the complex relationships among economic, political, and cultural systems.

Concept 1: Foundations of Economics
The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of good and services. Both personal and national decisions are best made with a firm understanding of these principles.

Concept 2: Microeconomics
Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies. Understanding this allows individuals to make informed decisions and participate in the economic life of the nation.

Concept 3: Macroeconomics
Macroeconomics examines the costs and benefits of economic choices made at a societal level and how those choices affect overall economic well being. Understanding of these principles allows the student to recognize the cause and effect of national economic policy.

Concept 4: Global Economics
Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world. Since the United States is economically interconnected with the whole world, an understanding of these principles promotes a stronger economy.

Concept 5: Personal Finance
Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors, and effective participants in society.

ARTS EDUCATION STANDARDS[1]

Rationale

Dance, music, theatre and visual arts are everywhere in our lives, adding depth and dimension to the environment we live in and shaping our experiences, often so deeply or subtly that we are unaware of their presence. In any civilization, the arts are inseparable from the very meaning of the term "education." To be truly educated, one must have knowledge and skills in Creating Art, Art in Context and Art As Inquiry. In addition to specialized instruction in the arts, the knowledge and skills will be further enhanced by integration of the arts across the other curricular areas. Building mastery at each of the readiness, foundations, essentials, proficiency and distinction levels is the overriding principal of a rigorous arts education. As students continue to use a wide range of subject matter, symbols, images and expressions, they grow more sophisticated in their knowledge and use of the arts to investigate, communicate, reason and evaluate the merits of their work. As a result of developing these capabilities, students can arrive at their own knowledge, beliefs and values for making personal and artistic decisions and be better prepared to live and work in a constantly changing, expanding society.

All students will achieve the essentials level (see standards section of this document) in the four arts disciplines (music, visual arts, theatre and dance) and attain the proficiency level in at least one art form on or before graduation. All levels are built upon previous levels. Since students will achieve the proficiency level at different ages or rates, schools will provide curriculum to allow students who go beyond proficiency to study at the distinction level.

Education in the arts benefits students by:
- cultivating the whole child by building multiple literacies (e.g., developing intuition, reasoning, imagination and dexterity) into unique forms of expression and communication
- initiating them into a variety of ways of perceiving and thinking that will help them see and grasp life in new ways
- teaching the analyzation of nonverbal communication and the making of informed judgments
- enhancing understanding of themselves and others
- acquiring the tools and knowledge to take charge of their own learning—assessing where they have been, where they are and where they want to go
- promoting the processes of thinking, creating and evaluating
- developing attributes of self-discipline and personal responsibility, reinforcing the joy of learning and self-esteem, and fostering the thinking skills and creativity valued in the workplace
- demonstrating the direct connection between study, hard work and high levels of achievement
- giving them knowledge of potential career pathways or involvement in the arts
- encouraging experimentation with and utilization of current technology
- fostering a lifelong appreciation for and support of the arts
- An education in the arts also benefits society and the workplace because students gain powerful skills for:
- understanding human experiences, both past and present

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[1] For the Real Game Series, only Visual and Theatre Arts Standards are provided. Music and Dance Standards are not relevant to Unit/Session activities.

learning to adapt to and respect others' ways of thinking, working and expressing themselves
learning artistic modes of analyzing different situations, which brings an array of expressive, analytical and developmental tools to everyday experiences
encouraging experimentation with, and utilization of, new electronic media and global networks to give them marketable workplace skills
understanding the influences of the arts to create and reflect cultures
understanding the impact of design on virtually all we use in daily life, and in the interdependence of work in the arts with the broader worlds of ideas and action
learning adaptability and flexibility to meet the needs of a complex and competitive society
learning the importance of teamwork and cooperation
making decisions in situations where there are no standard answers
bringing their own contributions to the nation's storehouse of culture
communicating their thoughts and feelings in a variety of modes, giving them a vastly more powerful repertoire of self-expression
carrying our individual and collective images and ideas from one generation to another
recognizing the essential role the arts have in sustaining the viability of cultures

Whenever possible and within the limits and needs of individual districts, students need direct contact with objects, professional artists and performers through partnerships with state and local resources (e.g., museums, symphonies, artists in residence, traveling exhibits, theatre companies, art centers, dance companies).

Inservice and support to teachers, parents and students will be an ongoing process as innovative and integrated approaches for learning are developed within the four arts disciplines and across the other subject areas. Success will be realized when all students have equal access to all the arts.

The Arts Standards Integration Statement

Because the Arizona Department of Education has an expectation that the content areas will be integrated across the curriculum, this document provides suggested integration links for each discipline and its related standard. Arizona's Arts Standards address competence in the arts disciplines first of all. That competence provides a firm foundation for connecting arts-related concepts and facts across the art forms, and from them to the sciences and humanities. A key factor in this approach to learning is the need for students to acquire enough prior knowledge and experience in one discipline to make applications in another.

Integration means identifying concepts shared among two or more content areas and including performance objectives for each discipline in the instructional model. All subject matter disciplines are comprised of concepts. A concept is an idea which applies to multiple content areas but which may represent the idea in different ways when used within each individual content area. Concepts can be very concrete or they can be representative of abstract ideas.

Learning is an integrative process. In a balanced curriculum, opportunities for students to use what is learned in one discipline to clarify or enhance an idea, concept, or skill in another occur almost daily. As learners work across the disciplines, there are many opportunities to discover relationships that lead to the process of forming ideas and concepts. This way of learning

provides an intellectual stimulation involving thinking, feeling, and doing behaviors that enable students to be more flexible and inventive in their approaches to problem solving processes. All teachers, regardless of discipline, are encouraged to find links between their subjects and the area of the arts.

Integration links which appear in Arizona's Arts Standards follow the performance objectives (POs) within the standards. The links identify other disciplines and the concepts they share with the arts. These references suggest a few examples of the many ways creative teachers will make connections between content areas.

For more information on the Arts Education Standards:
http://www.ade.state.az.us/standards/arts/default.asp

VISUAL ARTS

STANDARD 1: Creating Art
Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

STANDARD 2: Art in Context
Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

STANDARD 3: Art As Inquiry
Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

THEATRE

STANDARD 1: Creating Art
Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

STANDARD 2: Art in Context
Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

STANDARD 3: Art As Inquiry
Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

TECHNOLOGY EDUCATION STANDARDS

Rationale

Technology encompasses the tools and strategies for solving problems, using information, increasing productivity and enhancing personal growth. The word *technology* summons an image of a variety of tools ranging from shovels to gene splitters. When asked to develop the original Technology Standards, adopted in 1997, the Committee did so without the benefit of seeing the integration of various technologies into other curricular standards. Over the past four years, significant advances in technology have occurred. These changes have caused many national organizations to review what students need to know and be able to do in relation to technology. Therefore, when asked to review the current standards, the Revision Committee examined national standards (National Educational Technology Standards, Information Power, Information Technology in Education and Technology for All Americans), along with current Arizona standards. The Revision Committee also analyzed current research on technology skills important to business and industry. The Revision Committee reviewed technology that is currently integrated into other content area standards with the vision that as other standards are revised, technology will be seamlessly integrated.

The goal is to help students live, learn and work successfully and responsibly in an increasingly complex, technology-driven society. These Technology Standards are designed to provide foundational skills and processes that students need in order to work productively and creatively in their studies, at work and at home. Research on the transfer of learning strongly supports the position that instruction and educational activities should closely parallel the final desired behavior. It is essential that technology instruction be an integral part of a student's educational experience. Education's role is to help students meet the challenge of the future. Arizona must encourage, assist and provide all students with the required tools and instruction to enable them to acquire knowledge, develop skills and apply these tools successfully in our world.

The following definition of technology is supported in this document:

***Technology is the application of tools to solve problems that extend
human potential for the benefit of society***

For more information on the Technology Education Standards:
http://www.ade.state.az.us/standards/technology/default.asp

STANDARD 1: **Fundamental Operations and Concepts**
Students understand the operations and function of technology systems and are
proficient in the use of technology.

STANDARD 2: **Social, Ethical and Human Issues**
Students understand the social, ethical and human issues related to using technology in
their daily lives and demonstrate responsible use of technology systems, information and
software.

STANDARD 3: **Technology Productivity Tools**

Students use technology tools to enhance learning, to increase productivity and creativity and to construct technology-enhanced models, prepare publications and produce other creative works.

STANDARD 4: **Technology Communications Tools**
Building on productivity tools, students will collaborate, publish, and interact with peers, experts and other audiences using telecommunications and media.

STANDARD 5: **Technology Research Tools**
Students utilize technology-based research tools to locate and collect information pertinent to the task, as well as evaluate and analyze information from a variety of sources.

STANDARD 6: **Technology as a Tool for Problem Solving and Decision-Making**
Students use technology to make and support decisions in the process of solving real world problems.

WORKPLACE SKILLS STANDARDS

Rationale

Most students will spend more than a third of their lives in a diverse and constantly changing workplace. Regardless of personal, career, or educational plans, students must demonstrate proficiency both in academics and the following workplace standards.

The Workplace Skills Standards are designed to be integrated into the traditional curriculum taught in schools at all levels and are most effectively learned in the context of an integrated effort involving parents, educators, business partners and members of the community. Student acquisition of critical workplace skills, with an emphasis on application, is a developmental process which encompasses an individual's entire lifetime. The demonstration of these skills is essential for individuals and contributes to the foundation of an educated citizenry.

For more information on the Workplace Skills Standards:
http://www.ade.state.az.us/standards/workplace/default.asp

STANDARD 1
Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.

STANDARD 2
Students apply computation skills and data analysis techniques to make decisions and solve workplace problems.

STANDARD 3
Students apply critical and creative thinking skills to make decisions and solve workplace problems.

STANDARD 4
Students work individually and collaboratively within team settings to accomplish objectives.

STANDARD 5
Students demonstrate a set of marketable skills which enhance career options.

STANDARD 6
Students illustrate how social, organizational and technological systems function.

STANDARD 7
Students demonstrate technological literacy for productivity in the workplace.

STANDARD 8
Students apply principles of resource management and develop skills that promote personal and professional well-being.

ARIZONA LANGUAGE ARTS: READING STANDARDS

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts Demonstrate understanding of print concepts.	
Grade 3	**Grade 4**
PO 1. Alphabetize a series of words to the third letter. PO2. Recognize the distinguishing features of a paragraph (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences).	(Grades 1-3)

Concept 2:Phonemic Awareness Identify and manipulate the sounds of speech.	
Grade 3	**Grade 4**
(Grades 1-2)	(Grades 1-2)

Concept 3: Phonics Decode words, using knowledge of phonics, syllabication, and word parts.	
Grade 3	**Grade 4**

PO 1. Read multi- syllabic words fluently, using letter-sound knowledge.
 	
PO 2. Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).
 	
PO 3. Apply knowledge of the following common spelling patterns to read words:
    that drop the final e and add endings such as: –ing, -ed, or –able (e.g., use/using/used/usable)
    with final consonants that need to be doubled when adding an ending   (e.g.,
	(Grades 1-3)

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading selections.

hop/hopping)
that require changing the final y to i (e.g.,
baby/babies)
that end in –tion, -sion, (e.g., election,
vision)
with complex word families (e.g.,
ight, -ought); and
that include common prefixes, suffixes and
root words.

PO 4. Read common abbreviations (e.g.,
Wed., Sept.) fluently.

*PO 5. Recognize high frequency words and
irregular sight words.*

*PO 6. Use knowledge of word order (syntax)
and context to confirm decoding.*

Concept 4: Vocabulary	
Acquire and use new vocabulary in relevant contexts.	
Grade 3	**Grade 4**
PO 1. Use knowledge of prefixes to (e.g., un-, re-, in-, dis-,) to determine the meaning of words.	PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.
PO 2. Use knowledge of suffixes (e.g., -ful, -ly, -less) to determine the meaning of words.	PO 2. Use context to determine the relevant meaning of a word.
PO 3. Recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.).	PO 3. Determine the difference between figurative language and literal language.
PO 4. Identify the words that comprise a contraction (e.g., can't=can not, it's=it is, aren't=are not).	PO 4. Identify figurative language, including similes, personification, and idioms.
PO 5. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).	PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.
PO 6. Determine the meaning of common synonyms, antonyms, and homonyms.	PO 6. Identify antonyms, synonyms, and homonyms for given words within text.
PO 7. Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using	

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading selections.

the dictionary, thesaurus, and CD-ROM and Internet when available.	

Concept 5: Fluency	
Read fluently.	
Grade 3	**Grade 4**
PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	*PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.*

Concept 6: Comprehension Strategies	
Employ strategies to comprehend text.	
Grade 3	**Grade 4**
PO 1. Predict events and actions, based upon prior knowledge and text features.	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).
PO2. Compare a prediction about an action or event to what actually occurred within a text.	PO 2. Confirm predictions about text for accuracy.
PO 3. *Ask relevant questions in order to comprehend text.*	PO 3. Generate clarifying questions in order to comprehend text.
PO 4. Answer clarifying questions in order to comprehend text.	PO 4. Use graphic organizers in order to clarify the meaning of the text.
PO 5. Extract information from graphic organizers (e.g., webs, Venn diagrams, flow charts) to comprehend text.	*PO 5. Connect information and events in text to life experiences and to related text and sources.*
PO 6. Connect information and events in text to life experiences and to related text and sources.	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature	
Identify, analyze, and apply knowledge of the structures and elements of literature.	
Grade 3	**Grade 4**
PO 1. Compare (and contrast) literary elements	PO 1. Identify the main problem or conflict of

Arizona Academic Standards: Reading   3
By Grade Levels 3 & 4 (2003)

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading selections.

across stories, including plots, settings, and characters. *PO 2. Describe characters (e.g., traits, roles, similarities) within a literary selection.* *PO 3. Sequence a series of events in a literary selection.* PO 4. Make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text. PO 5. Identify the speaker or narrator in a literary selection. PO 6. Identify rhyme, rhythm, repetition, and sensory images in poetry. PO 7. Distinguish between/among fiction, nonfiction, poetry, plays, and narratives, using knowledge of their structural elements.	a plot. PO 2. Identify the resolution of a problem or conflict in a plot. PO 3. Identify the moral of literary selection (e.g., fables, folktales, fairytales, legends). PO 4. Distinguish between major characters and minor characters. PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations). *PO 6. Identify the speaker or narrator in a literary selection.* PO 7. Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation). PO 8. Compare (and contrast) the characters, events, and setting in a literary selection. PO 9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry. PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics.

Concept 2: Historical and Cultural Aspects of Literature Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.	
Grade 3	**Grade 4**
PO 1. Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.	PO 1. Describe the historical and cultural aspects found in cross–cultural works of literature.

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading selections.

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.

Concept 1: Expository Text Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.	
Grade 3	**Grade 4**
PO 1. Identify the main idea and supporting details in expository text. *PO 2. Locate facts in response to questions about expository text.* PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, key words, glossary, indices, italics, key words) in expository text. (Connected to Research Strand in Writing**)** PO 4. Use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic source, textbooks) to answer specific questions, and/or gather information. (Connected to Research Strand in Writing) PO 5. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. (Connected to Research Strand in Writing)	*PO 1. Identify the main idea and supporting details in expository text.* PO 2. Distinguish fact from opinion in expository text. PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text. PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing) PO 5. Identify appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) needed for a specific purpose. (Connected to Research Strand in Writing) *PO 6. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text. (Connected to Research Strand in Writing)* PO 7. Distinguish cause and effect. PO 8. Draw valid conclusions based on information gathered from expository text.

Arizona Academic Standards: Reading
By Grade Levels 3 & 4 (2003)

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Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading selections.

Concept 2: Functional Text Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.	
Grade 3	**Grade 4**
PO 1. *Follow a set of written multi-step directions.* PO 2. Provide multi-step directions. PO 3 . Evaluate written directions for sequence and completeness. PO 4. Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.	PO 1. Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms). PO 2. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).

Concept 3: Persuasive Text Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.	
Grade 3	**Grade 4**
PO 1. Distinguish fact from opinion in persuasive text (e.g., advertisements, product labels, written communications). PO 2. Identify persuasive vocabulary (e.g., emotional words) used to influence readers' perspectives.	PO 1. Determine the author's position regarding a particular idea, subject, concept, or object. PO 2. *Identify persuasive vocabulary (e.g., loaded/emotional words, exaggeration) used to influence readers' opinions.*

Arizona Academic Standards: Reading   6
By Grade Levels 3 & 4 (2003)

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading selections.

ARIZONA LANGUAGE ARTS: WRITING STANDARDS

Strand 1: Writing Process

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting	
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.	
Grade 3	**Grade 4**
PO 1. Generate ideas through a variety of activities (e.g., brainstorming, **graphic organizer**, drawing, writer's notebook, group discussion, printed material).	*PO 1. Generate ideas through a variety of activities (e.g., brainstorming, **graphic organizer**, drawing, writer's notebook, group discussion, printed material).*
PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece.	*PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of an intended writing piece.*
PO 3. Determine the intended audience of a writing piece.	*PO 3. Determine the intended audience of a writing piece.*
PO 4. Use organizational strategies (e.g., **graphic organizer**, **KWL chart**, log) to plan writing.	*PO 4. Use organizational strategies (e.g., **graphic organizer**, **KWL chart**, log) to plan writing.*
PO 5. Maintain a record (e.g., list, pictures, journal, folder, notebook) of writing ideas.	*PO 5. Maintain a record (e.g., list, pictures, journal, folder, notebook) of writing ideas.*
PO 6. Use **time-management strategies**, when appropriate, to produce a writing product within a set time period.	*PO 6. Use **time-management strategies**, when appropriate, to produce a writing product within a set time period.*

Concept 2: Drafting	
Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.	
Grade 3	**Grade 4**
PO 1. Use a **prewriting plan** to develop a draft with main idea(s) and supporting details.	*PO 1. Use a **prewriting plan** to develop a draft with main idea(s) and supporting details.*
PO 2. Organize writing into a logical sequence	*PO 2. Organize writing into a logical sequence*

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex writing.
The bulleted (lettered) items within a performance objective indicate specific content to be taught.
Words shown in bold print are referenced in the Writing Standards glossary.

that is clear to the audience.	*that is clear to the audience.*

Concept 3: Revising
Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)

Grade 3	Grade 4
PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)	*PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)*
PO 2. Add details to the draft to more effectively accomplish the purpose.	*PO 2. Add details to the draft to more effectively accomplish the purpose.*
PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.	*PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.*
PO 4. Use a combination of sentence structures (i.e., **simple**, **compound)** to improve sentence fluency in the draft.	*PO 4. Use a combination of sentence structures (i.e., **simple**, **compound)** to improve sentence fluency in the draft.*
PO 5. Modify word choice appropriate to the application in order to enhance the writing.	*PO 5. Modify word choice appropriate to the application in order to enhance the writing.*
PO 6. Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to refine the draft.	*PO 6. Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to refine the draft.*
PO 7. Use resources and reference materials to select more precise vocabulary.	*PO 7. Use resources and reference materials to select more precise vocabulary.*

Concept 4: Editing
Editing includes proofreading and correcting the draft for conventions.

Grade 3	Grade 4
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2)	*PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.* (See Strand 2)
PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	*PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.*
PO 3. Apply **proofreading marks** to indicate errors in conventions, although may be inconsistent or experimental.	PO 3. Apply **proofreading marks** to indicate errors in conventions.

Arizona Academic Standards: Writing   2
By Grade Levels 3 & 4 (2004)

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex writing.
The bulleted (lettered) items within a performance objective indicate specific content to be taught.
Words shown in bold print are referenced in the Writing Standards glossary.

PO 4. Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to edit the draft.	*PO 4. Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to edit the draft.*

Concept 5: Publishing Format and present a final product for the intended audience.	
Grade 3	**Grade 4**
PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	*PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.*
PO 2. Share the writing with the intended audience.	*PO 2. Share the writing with the intended audience.*
PO 3. Use margins and spacing to enhance the final product.	*PO 3. Use margins and spacing to enhance the final product.*
PO 4. Write legibly.	*PO 4. Write legibly.*

Strand 2: Writing Elements

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.	
Grade 3	**Grade 4**
PO 1. Express ideas that are clear and directly related to the topic.	*PO 1. Express ideas that are clear and directly related to the topic.*
PO 2. Provide content and selected details that are well-suited to audience and purpose.	*PO 2. Provide content and selected details that are well-suited to audience and purpose.*
PO 3. Use relevant details to provide adequate support for the ideas.	*PO 3. Use relevant details to provide adequate support for the ideas.*

Concept 2: Organization Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.	
Grade 3	**Grade 4**

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*PO 1. Organize content in a selected format. (e.g., **friendly letter**, **narrative**, expository text).* (See Strand 3)	PO 1. Use a structure that fits the type of writing (e.g., letter format, **narrative**, lines of poetry). (See Strand 3)
PO 2. Create a beginning that captures the reader's interest.	*PO 2. Create a beginning that captures the reader's interest.*
PO 3. Place details appropriately to support the main idea.	*PO 3. Place details appropriately to support the main idea.*
*PO 4. Use **transitional words** and phrases (e.g., next, then, so, but, while, after that, because) to connect ideas.*	PO 4. Use a variety of **transitional words** that creates smooth connections between ideas.
PO 5. Create an ending that provides a sense of **resolution** or closure.	*PO 5. Create an ending that provides a sense of **resolution** or closure.*
PO 6. Construct a paragraph that groups sentences around a topic.	*PO 6. Construct a paragraph that groups sentences around a topic.*

Concept 3: Voice
Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.

Grade 3	Grade 4
PO 1. Show awareness of the audience through word choice and style.	*PO1. Show awareness of the audience through word choice and style.*
PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.	*PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.*

Concept 4: Word Choice
Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.

Grade 3	Grade 4
PO 1. Use a variety of specific and accurate words that effectively convey the intended message.	*PO 1. Use a variety of specific and accurate words that effectively convey the intended message.*
PO 2. Use descriptive words and phrases that energize the writing.	*PO 2. Use descriptive words and phrases that energize the writing.*
PO 3. Apply vocabulary and/or terminology	*PO 3. Apply vocabulary and/or terminology*

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appropriate to the type of writing.	*appropriate to the type of writing.*
PO 4. Use **literal** and **figurative language** in a variety of ways (e.g., imitating, creating new words, **rhyming**), although may be inconsistent or experimental.	*PO 4. Use **literal** and **figurative language** in a variety of ways (e.g., imitating, creating new words, **rhyming**), although may be inconsistent or experimental.* (See R04-S1C4-04, -05)

Concept 5: Sentence Fluency
Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

Grade 3	Grade 4
PO 1. Write **simple and compound sentences**.	*PO 1. Write **simple and compound sentences**.*
PO 2. *Write sentences that flow together and sound natural when read aloud.*	*PO 2. Write sentences that flow together and sound natural when read aloud.*
PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.	*PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.*
	PO 4. Use effective and natural **dialogue** when appropriate.

Concept 6: Conventions
Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

Grade 3	Grade 4

PO 1. Use capital letters for:
    ***proper nouns** (i.e., names, days, months*)
        titles
        names of places
        abbreviations
        literary titles (i.e., book, story, poem)
	PO 1. Use capital letters for:
	    ***proper nouns** (i.e., names, days, months*)
	        titles
	        names of place
	        abbreviations
	        literary titles (i.e., book, story, poem)

PO 2. Punctuate endings of sentences using:
    periods
    question marks
    exclamation points
	PO 2. Punctuate endings of sentences using:
	    periods
	    question marks
	    exclamation points

PO 3. Use commas to punctuate:
    items in a series
    greetings and closings of letters
    dates
	PO 3. Use commas to punctuate:
	    items in a series
	    greetings and closings of letters
	    dates
	        introductory words

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PO 4. Use quotation marks to punctuate **dialogue**, although may be inconsistent or experimental.	*PO 4. Use quotation marks to punctuate: dialogue (although may be inconsistent or experimental)* titles
PO 5. Use a colon to punctuate time.	*PO 5. Use a colon to punctuate time.*
PO 6. Use apostrophes to punctuate: contractions singular possessive	*PO 6. Use apostrophes to punctuate: contractions singular possessive*
*PO 7. Spell **high-frequency words** correctly.*	*PO 7. Spell **high-frequency words** correctly.*
PO 8. Use common spelling patterns/generalizations to spell words correctly, including: **word families regular plurals r-controlled diphthong consonant digraphs CVC words CCVC words CVCC words affixes**	PO 8. Use common spelling patterns/generalizations to spell words correctly, including: *r-controlled diphthong* **vowel digraphs** *CVC words CCVC words CVCC words* **silent e irregular plurals** *affixes*
PO 9. Spell simple **homonyms** correctly in context.	*PO 9. Spell simple **homonyms** correctly in context.*
*PO 10. Use resources (e.g., dictionaries, **word walls**) to spell correctly.*	*PO 10. Use resources (e.g., dictionaries, **word walls**) to spell correctly.*
*PO 11. Use the following parts of speech correctly in **simple sentences**: nouns action verbs personal pronouns adjectives*	PO 11. Use paragraph breaks to indicate an organizational structure.
*PO 12. Use subject/verb agreement in **simple sentences**.*	*PO 12. Use the following parts of speech correctly in **simple sentences**: nouns action verbs personal pronouns adjectives* conjunctions
	PO 13. Use subject/verb agreement in **simple**

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	and **compound sentences.**

Strand 3: Writing Applications

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

Concept 1: Expressive
Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

Grade 3	Grade 4

PO 1. Write a **narrative** based on imagined or real events, observations, or memories that includes:
   a. characters
   b. **setting**
   c. **plot**
   d. sensory details
   e. clear language
   f. logical sequence of events
	*PO 1. Write a **narrative** based on imagined or real events, observations, or memories that includes:*
	   a. *characters*
	   b. ***setting***
	   c. ***plot***
	   d. *sensory details*
	   e. *clear language*
	   f. *logical sequence of events*

PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ:
   a. **figurative language**
   b. **rhythm**
   c. **dialogue**
   d. **characterization**
   e. **plot**
   f. appropriate format
	PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ:
	   a. ***figurative language***
	   b. ***rhythm***
	   c. ***dialogue***
	   d. ***characterization***
	   e. ***plot***
	   f. *appropriate format*

Concept 2: Expository
Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

Grade 3	Grade 4
PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.	*PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.*

PO 2. Write an expository paragraph that contains:
   a.   a topic sentence
	PO 2. Write an expository paragraph that contains:
	   a. *a topic sentence*

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b. supporting details	b. *supporting details*
c. relevant information	c. *relevant information*
PO 3. Write in a variety of expository forms (e.g., summary, newspaper article, reflective paper, log, journal).	*PO 3. Write in a variety of expository forms (e.g., essay, summary, newspaper article, reflective paper, log, journal).*

Concept 3: Functional
Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

Grade 3	Grade 4
*PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, **rubrics,** labels, graphs/tables). (See R03-S3C2; M03-S2C1)*	*PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, **rubrics**, labels, graphs/tables). (See R04-S3C2; M04-S2C1)*
PO 2. Write communications, including: a. *thank-you notes* b. **friendly letters** c. **formal letters** d. messages e. invitations	*PO 2. Write communications, including:* a. *thank-you notes* b. **friendly letters** c. **formal letters** d. *messages* e. *invitations*
PO 3. Address an envelope for correspondence that includes: a. an appropriate return address b. an appropriate recipient address	*PO 3. Address an envelope for correspondence that includes:* a. *an appropriate return address* b. *an appropriate recipient address*

Concept 4: Persuasive
Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

Grade 3	Grade 4
PO 1. Write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader. (See R03-S3C3)	*PO 1. Write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.* (See R04-S3C3)

Concept 5: Literary Response
Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.

Grade 3	Grade 4

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PO 1. Write a reflection to a literature selection (e.g., journal entry, book review). (See R03-S2C1)	*PO 1. Write a reflection to a literature selection (e.g., journal entry, book review).* (See R04-S2C1)

PO 2. Write a book report or review that may identify the:
  a. **main idea**
  b. character(s)
  c. **setting**
  d. sequence of events
  e. problem/solution
(See R03-S2C1)
	PO 2. Write a book report or review that identifies the:
	  a. **main idea**
	  b. character(s)
	  c. **setting**
	  d. sequence of events
	  e. **conflict/resolution**
	(See R04-S2C1)

PO 3. Write a response to a literature selection that connects:
  a. *text to self (personal connection)*
  b. *text to world (social connection)*
  c. *text to text (compare within multiple texts)*
(See R03-S2C1)
	PO 3. Write a response that demonstrates an understanding of a literary selection, and depending on the selection, includes:
	  a. evidence from the text
	  b. personal experience
	  c. comparison to other text/media
	(See R04-S2C1)

Concept 6: Research
Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.

Grade 3	Grade 4
PO 1. Paraphrase information from at least one source (e.g., Internet, reference materials). (See R03-S3C1-03, -04, -05)	PO 1. Paraphrase information from a variety of sources (e.g., Internet, reference materials). (See R04-S3C1-04, -05, -06)
PO 2. Organize notes in a meaningful sequence. (See R03-S3C1-03, -04, -05)	*PO 2. Organize notes in a meaningful sequence.* (See R04-S3C1-04, -05, -06)
PO 3. Write an informational report that includes **main idea**(s) and relevant details. (See R03-S3C1-03, -04, -05)	*PO 3. Write an informational report that includes **main idea(s)** and relevant details.* (See R04-S3C1-04, -05, -06)

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ARIZONA LANGUAGE ARTS STANDARDS 3 & 4

Standard 3: Listening and Speaking

Students effectively listen and speak in situations, which serve different purposes and involve a variety of audiences.

    (Grades 1-3)
    LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, or other information
    LS-F2. Give and follow multiple-step directions
    LS-F3. Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts, or opinions for a variety of speaking purposes such as giving directions, relating personal experiences, telling a story or presenting a report

    (Grades 4-8)
    LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communication with a specific audience
    LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communication with a specific audience
    LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee
    LS-E4. Predict, clarify, analyze, and critique a speaker's information and point of view

Standard 4: Viewing and Presenting

Students use a variety of visual media and resources to gather, evaluate, and synthesize information and to communicate with others.

    (Grades 1-3)
    VP-F1. Recognize different types of visual media
    VP-F2. Plan and present a report, using two or more visual media
    VP-F3. Access, view, and respond to visual forms such as computer programs, videos, artifacts, drawings, pictures, and collages
    VP-F4. Interpret visual clues in cartoons, graphs, tables, and charts that enhance the comprehension of text

    (Grades 4-8)
    VP-E1. Analyze visual media for language, subject matter, and visual techniques used to influence opinions, decision making, and cultural perceptions
    VP-E2. Plan, develop, and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines, and computer images
    VP-E3. Compare, contrast, and establish criteria to evaluate visual media for purpose and effectiveness

ARIZONA MATHEMATICS STANDARDS

Strand 1: Number Sense and Operations

Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.

Concept 1: Number Sense Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems.	
Grade 3	**Grade 4**
PO 1. Read whole numbers in contextual situations (through six-digit numbers).	PO 1. Read whole numbers in contextual situations.
PO 2. Identify six-digit whole numbers in or out of order.	PO 2. Identify whole numbers in or out of order.
PO 3. Write whole numbers through six-digits in or out of order.	PO 3. Write whole numbers in or out of order.
PO 4. State whole numbers, through six-digits, with correct place value, by using models, illustrations, symbols, or expanded notation (e.g., 53,941 = 50,000 + 3,000 + 900 + 40 +1).	PO 4. State place values for whole numbers (e.g., In the number 203,495 what is the value of the 2?).
PO 5. Construct models to represent place value concepts for the one's, ten's, and hundred's places.	PO 5. Construct models to represent place value concepts for the one's, ten's, hundred's, and thousand's places.
PO 6. Apply expanded notation to model place value through 9,999. (e.g., 5,378 = 5,000 + 300 + 70 + 8)	PO 6. Apply expanded notation to model place value. (e.g., 203,495 = 200,000 + 3,000 + 400 + 90 + 5)
PO 7. Sort whole numbers into sets containing only odd numbers or only even numbers.	PO 7. Compare two whole numbers.
PO 8. Compare two whole numbers, through six-digits.	PO 8. Order three or more whole numbers
	PO 9. Make models that represent mixed numbers.
PO 9. Order three or more whole numbers through six-digit numbers (least to greatest, or greatest to least).	PO 10. Identify symbols, words, or models that represent mixed numbers.
	PO 11. Use mixed numbers in contextual situations.

PO 10. Make models that represent proper fractions (halves, thirds, fourths, eighths, and Tenths/

PO 11. Identify symbols, words, or models that represent proper fractions (halves, thirds, fourths, eighths, and tenths).

PO 12. Use proper fractions in contextual situations.

PO 13. Compare two proper fractions with like denominators.

PO 14. Order three or more proper fractions with like denominators (halves, thirds, fourths, eighths, and tenths).

PO 15. Count amounts of money through $20.00 using pictures or actual bills and coins.

PO 16. Use decimals through hundredths in contextual situations.

PO 17. Compare two decimals, through hundredths, using models, illustrations, or symbols.

PO 18. Order three or more decimals, through hundredths, using models, illustrations, or symbols.

PO 19. Determine the equivalency among decimals, fractions, and percents (e.g., half-dollar = 50¢ = 50% and 1/4 = 0.25 = 25%).

PO 20. Identify whole number factors and/or pairs of factors for a given whole number through 24.

PO 21. Determine multiples of a given whole number with products through 24 (skip counting).

PO 12. Compare two unit fractions (e.g., _ to 1/5) or proper or mixed numbers with like denominators.

PO 13. Order three or more unit fractions or proper or improper fractions with like denominators.

PO 14. Use decimals in contextual situations.

PO 15. Compare two decimals.

PO 16. Order three or more decimals.

PO 17. Determine the equivalency among decimals, fractions, and percents (e.g., 49/100 = 0.49 = 49%).

PO 18. Identify all whole number factors and pairs of factors for a given whole number through 144.

PO 19. Determine multiples of a given whole number with products through 144.

Concept 2: Numerical Operations Understand and apply numerical operations and their relationship to one another.	
Grade 3	**Grade 4**
PO 1. Demonstrate the process of subtraction using manipulatives through three-digit whole numbers.	PO 1. Add whole numbers.
PO 2. Add two three-digit whole numbers.	PO 2. Subtract whole numbers.
PO 3. Subtract two three-digit whole numbers.	PO 3. Select the grade-level appropriate operation to solve word problems.
PO 4. Add a column of numbers.	PO 4. Solve word problems using grade-level appropriate operations and numbers.
PO 5. Select the grade-level appropriate operation to solve word problems.	PO 5. Multiply multi-digit numbers by two-digit numbers.
PO 6. Solve word problems using grade-level appropriate operations and numbers.	PO 6. Divide with one- digit divisors.
PO 7. Demonstrate the process of multiplication as repeatedly adding the same number, counting by multiples, combining equal sets, and making arrays.	PO 7. State multiplication and division facts through 12s. PO 8. Demonstrate the associative property of multiplication.
PO 8. Demonstrate the process of division with one-digit divisors (separating elements of a set into smaller equal sets, sharing equally, or repeatedly subtracting the same number).	PO 9. Apply grade-level appropriate properties to assist in computation.
PO 9. Demonstrate families of equations for multiplication and division through 9s.	PO 10. Apply the symbol: and ( ) for multiplication, and $\leq, \geq$.
PO 10. State multiplication and division facts through 9s.	PO 11. Use grade-level appropriate mathematical terminology.
PO 11. Demonstrate the commutative and identity properties of multiplication.	PO 12. Add or subtract fractions with like denominators, no regrouping.
PO 12. Identify multiplication and division as inverse operations.	PO 13. Simplify numerical expressions using the order of operations with grade appropriate operations on number sets.
PO 13. Apply grade-level appropriate properties to assist in computation.	
PO 14. Apply the symbols: ×, , /, ∗, %, and the grouping symbols ( ) and ",".	

PO 15. Use grade-level appropriate mathematical terminology. PO 16. Add or subtract fractions with like denominators (halves, thirds, fourths, eighths, and tenths) appropriate to grade level. PO 17. Apply addition and subtraction in contextual situations, through $20.00.	

Concept 3: Estimation
Use estimation strategies reasonably and fluently.

Grade 3	Grade 4
PO 1. Solve grade-level appropriate problems using estimation. PO 2. Estimate length and weight using U.S. customary units. PO 3. Record estimated and actual linear measurements for real life objects (e.g., length of fingernail; height of desk). PO 4. Compare estimations of appropriate measures to the actual measures. PO 5. Evaluate the reasonableness of estimated measures.	PO 1. Solve grade-level appropriate problems using estimation. PO 2. Use estimation to verify the reasonableness of a calculation (e.g., Is 3284 x 343 = 1200 reasonable?). PO 3. Estimate length and weight using both U.S. customary and metric units. PO 4. Estimate and measure for distance.

Strand 2: Data Analysis, Probability, and Discrete Mathematics

Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.

Concept 1: Data Analysis (Statistics)
Understand and apply data collection, organization and representation to analyze and sort data.

Grade 3	Grade 4
PO 1. Formulate questions to collect data in contextual situations.	PO 1. Formulate questions to collect data in contextual situations.

PO 2. Construct a horizontal bar, vertical bar, pictograph, or tally chart with appropriate labels and title from organized data.	PO 2. Construct a single-bar graph, line graph or two –set Venn diagram with appropriate labels and title from organized data.
PO 3. Interpret data found in line plots, pictographs, and single-bar graphs (horizontal and vertical).	PO 3. Interpret graphical representations and data displays including single-bar graphs, circle graphs, two-set Venn diagrams, and line graphs that display continuous data.
PO 4. Answer questions based on data found in line plots, pictographs, and single-bar graphs (horizontal and vertical).	PO 4. Answer questions based on graphical representations and data displays including single-bar graphs, circle graphs, two-set Venn diagrams, and line graphs that display continuous data.
PO5. Formulate questions based on graphs, charts, and tables to solve problems.	PO 5. Identify the mode(s) of given data.
PO 6. Solve problems using graphs, charts and tables.	PO6. Formulate predictions from a given set of data.
	PO 7. Solve problems using graphs, charts and tables.

Concept 2: Probability
Understand and apply the basic concepts of probability.

Grade 3	Grade 4
PO 1. Name the possible outcomes for a probability experiment.	PO 1. Name the possible outcomes for a probability experiment.
PO 2. Make predictions about the probability of events being more likely, less likely, equally likely or unlikely.	PO 2. Describe the probability of events as being more likely, less likely, equally likely, unlikely, certain, impossible, fair or unfair.
PO 3. Predict the outcome of a grade-level appropriate probability experiment.	PO 3. Predict the outcome of a grade-level appropriate probability experiment.
PO 4. Record the data from performing a grade-level appropriate probability experiment.	PO 4. Record the data from performing a grade-level appropriate probability experiment.
PO 5. Compare the outcome of an experiment to predictions made prior to performing the experiment.	PO 5. Compare the outcome of an experiment to predictions made prior to performing the experiment.
PO 6. Compare the results of two repetitions of the same grade-level appropriate probability	PO 6. Make predictions from the results of student-generated experiments using objects

experiment.	(e.g., coins, spinners, number cubes). PO 7. Compare the results of two repetitions of the same grade-level appropriate probability experiment.

Concept 3: Discrete Mathematics – Systematic Listing and Counting
Understand and demonstrate the systematic listing and counting of possible outcomes.

Grade 3	Grade 4
PO 1. Make a diagram to represent the number of combinations available when 1 item is selected from each of 3 sets of 2 items (e.g., 2 different shirts, 2 different hats,2 different belts).	PO 1. Find all possible combinations when 1 item is selected from each of two sets containing up to three objects (e.g., How many outfits can be made with 3 pants and 2 tee shirts?).

Concept 4: Vertex-Edge Graphs
Understand and apply vertex-edge graphs.

Grade 3	Grade 4
PO 1. Color maps with the least number of colors so that no common edges share the same color (increased complexity throughout grade levels).	PO 1. Color maps with the least number of colors so that no common edges share the same color (increased complexity throughout grade levels).

Strand 3: Patterns, Algebra, and Functions

Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.

Concept 1: Patterns
Identify patterns and apply pattern recognition to reason mathematically.

Grade 3	Grade 4
PO 1. Communicate a grade-level appropriate iterative pattern, using symbols or numbers. PO 2. Extend a grade-level appropriate repetitive pattern. (e.g., 5, 10, 15, 20,...rule: add five or count by five's). PO 3. Solve grade-level appropriate pattern problems.	PO 1. Communicate a grade-level appropriate iterative pattern, using symbols or numbers. PO 2. Extend a grade-level appropriate iterative pattern. PO 3. Create grade-level appropriate iterative patterns.

Concept 2: Functions and Relationships

Describe and model functions and their relationships.	
Grade 3	**Grade 4**
PO 1. Describe the rule used in a simple grade-level appropriate function (e.g., T-chart, input/output model, and frames and arrows).	PO 1. Describe the rule used in a simple grade-level appropriate function (e.g., T-chart, input/output model).

Concept 3: Algebraic Representations	
Represent and analyze mathematical situations and structures using algebraic representations.	
Grade 3	**Grade 4**
PO 1. Use variables in contextual situations. PO 2. Solve equations with one variable using missing addends to sums of 18 (e.g., + 9 = 18, 9 + = 18); using minuend through 18 (e.g., 18 - = 9, 18 - 9 =).	PO 1. Evaluate expressions involving the four basic operations by substituting given whole numbers for the variable. PO 2. Use variables in contextual situations. PO 3. Solve one-step equations with one variable represented by a letter or symbol using multiplication of whole numbers (e.g., 12 = n x 4).

Concept 4: Analysis of Change	
Analyze change in a variable over time and in various contexts.	
Grade 3	**Grade 4**
PO 1. Identify the change in a variable over time (e.g., an object gets taller, colder, heavier). PO 2. Make simple predictions based on a variable (e.g., increases in allowance as you get older).	PO 1. Identify the change in a variable over time (e.g., an object gets taller, colder, heavier). PO 2. Make simple predictions based on a variable (e.g., increase homework time as you progress through the grades).

Strand 4: Geometry and Measurement

Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.

Concept 1: Geometric Properties	
Analyze the attributes and properties of 2- and 3- dimensional shapes and develop mathematical arguments about their relationships.	
Grade 3	**Grade 4**
PO 1. Build geometric figures with other common shapes (e.g., tangrams, pattern blocks, geoboards).	PO 1. Identify the properties of 2-dimensional figures using appropriate terminology.

PO 2. Name concrete objects and pictures of 3-dimensional solids (cones, spheres, and cubes).	PO 2. Identify models or illustrations of prisms, pyramids, cones, cylinders, and spheres.
PO 3. Describe relationships between 2-dimensional and 3-dimensional objects. (squares/ cubes, circles/spheres, triangles/cones)	PO 3. Draw points, lines, line segments (open or closed endpoints), rays, or angles.
	PO 4. Classify angles (e.g., right, acute, obtuse, straight).
PO 4. Recognize similar shapes.	PO 5. Classify triangles as right, acute, or obtuse.
PO 5. Identify a line of symmetry in a 2-dimensional shape.	PO 6. Identify congruent geometric shapes.
	PO 7. Identify similar shapes.
	PO 8. Draw a 2-dimensional shape that has line symmetry.

Concept 2: Transformation of Shapes
Apply spatial reasoning to create transformations and use symmetry to analyze mathematical situations.

Grade 3	Grade 4
PO 1. Recognize same shape in different positions (turn/rotation).	PO 1. Demonstrate translation using geometric figures.
	PO 2. Identify a tessellation.

Concept 3: Coordinate Geometry
Specify and describe spatial relationships using coordinate geometry and other representational systems.

Grade 3	Grade 4
PO 1. Identify points in the first quadrant of a grid using ordered pairs.	PO 1. Name the coordinates of a point plotted in the first quadrant.

Concept 4: Measurement   - Units of Measure
**   - Geometric Objects**
Understand and apply appropriate units of measure, measurement techniques, and formulas to determine measurements.

Grade 3	Grade 4
PO 1. Select the appropriate measure of accuracy: length – centimeters , meters; kilometers capacity/volume – liters mass/weight – grams.	PO 1. Identify the appropriate measure of accuracy for the area of an object(e.g., sq. ft. or sq. miles).
	PO 2. Compute elapsed time using a clock (e.g., hours and minutes since or until…) or a

PO 2. Tell time with one-minute precision (analog).
 	
PO 3. Determine the passage of time across months (units of days, weeks, months) using a calendar.
 	
PO 4. Measure a given object using the appropriate unit of measure:
   length – centimeters, millimeters, meters,
     kilometers
   capacity/volume – liters
   mass/weight – grams.
 	
PO 5. Record temperatures to the nearest degree in degrees Fahrenheit and degrees Celsius as shown on a thermometer.
 	
PO 6. Compare units of measure to determine more or less relationships for:
   length – inches to feet; centimeters to meters,
   time – minutes to hours; hours to days; days
   to weeks; months to years, and money –
   pennies, nickels, dimes, quarters and dollars.
 	
PO 7. Determine relationships for:
   volume – cups and gallons,
   weight – ounces and pounds, and
   money – extend to amounts greater than one
   dollar.
 	
PO 8. Compare the length of two objects using U.S. customary or metric units.
 	
PO 9. Determine the perimeter using a rectangular array.
 	
PO 10. Represent area using a rectangular array.
	calendar (e.g., days, weeks, years since or until…).
	
	PO 3. Select an appropriate tool to use in a particular measurement situation.
	
	PO 4. Approximate measurements to the appropriate degree of accuracy.
	
	PO 5. Compare units of measure to determine more or less relationships including:
	   length -yards and miles; meters and kilometers
	     and
	   weight - pounds and tons; grams and
	     kilograms.
	
	PO 6. State equivalent relationships (e.g., 3 teaspoons = 1 tablespoon, 16 cups = 1 gallon, 2000 pounds = 1 ton).
	
	PO 7. Compare the weight of two objects using both U.S. customary and metric units.
	
	PO 8. Determine the perimeter of simple polygons. (e.g., square, rectangle, triangle)
	
	PO 9. Determine the area of squares and rectangles.
	
	PO 10. Differentiate between perimeter and area of quadrilaterals.

Strand 5: Structure and Logic

Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.

Concept 1: Algorithms and Algorithmic Thinking
Use reasoning to solve mathematical problems in contextual situations.

Grade 3	Grade 4
PO 1. Discriminate necessary information from unnecessary information in a given grade-level appropriate word problem.	PO 1. Discriminate necessary information from unnecessary information in a given grade-level appropriate word problem. PO 2. Develop an algorithm to calculate perimeter of simple polygons.

Concept 2: Logic, Reasoning, Arguments, and Mathematical Proof
Evaluate situations, select problem-solving strategies, draw logical conclusions, develop and describe solutions and recognize their applications.

Grade 3	Grade 4
PO 1. Draw conclusions based on existing information (e.g., All students in Ms. Dean's 1st grade class are less than 7 years old. Rafael is in Ms. Dean's class. Conclusion: Rafael is less than 7 years old.).	PO 1. Draw a conclusion from a Venn diagram. PO 2. Identify simple valid arguments using if…then statements based on graphic organizers (e.g., 2-set Venn diagrams and pictures).

Concept 2: Logic, Reasoning, Arguments, and Mathematical Proof
Evaluate situations, select problem-solving strategies, draw logical conclusions, develop and describe solutions and recognize their applications.

Grade 3	Grade 4
PO 1. Draw conclusions based on existing information (e.g., All students in Ms. Dean's 1st grade class are less than 7 years old. Rafael is in Ms. Dean's class. Conclusion: Rafael is less than 7 years old.).	PO 1. Draw a conclusion from a Venn diagram. PO 2. Identify simple valid arguments using if…then statements based on graphic organizers (e.g., 2-set Venn diagrams and pictures).

ARIZONA SCIENCE STANDARDS

Strand 1: Inquiry Process

Inquiry Process establishes the basis for students' learning in science. Students use scientific processes: questioning, planning and conducting investigations, using appropriate tools and techniques to gather data, thinking critically and logically about relationships between evidence and explanations, and communicating results.

Concept 1: Observations, Questions, and Hypotheses Observe, ask questions, and make predictions.	
Grade 3	**Grade 4**
PO 1. Formulate relevant questions about the properties of objects, organisms, and events of the environment using observations and prior knowledge. (See M03-S2C1-01) PO 2. Predict the results of an investigation based on observed patterns, not random guessing.	PO 1. Differentiate inferences from observations. PO 2. Formulate a relevant question through observations that can be tested by an investigation. (See M04-S2C1-01) PO 3. Formulate predictions in the realm of science based on observed cause and effect relationships. PO 4. Locate information (e.g., book, article, website) related to an investigation. (See W04-S3C6-01 and R04-S3C1-05)

Concept 2: Scientific Testing (Investigating and Modeling) Participate in planning and conducting investigations, and recording data.	
Grade 3	**Grade 4**
PO 1. Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry. PO 2. Plan a simple investigation (e.g., one plant receives adequate water, one receives too much water, and one receives too little water) based on the formulated questions. PO 3. Conduct simple investigations (e.g., related to plant life cycles, changing the pitch of a sound, properties of rocks) in life, physical,	*PO 1. Demonstrate safe behavior and appropriate procedures (e.g., use and care of technology, materials, organisms) in all science inquiry.* PO 2. Plan a simple investigation that identifies the variables to be controlled. PO 3. Conduct controlled investigations (e.g., related to erosion, plant life cycles, weather, magnetism) in life, physical, and Earth and space sciences.

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and Earth and space sciences.	PO 4. Measure using appropriate tools (e.g., ruler, scale, balance) and units of measure (i.e., metric, U.S. customary). (See M04-S4C4-03 and M04-S4C4-07)
PO 4. Use metric and U.S. customary units to measure objects. (See M03-S4C4-04)	
PO 5. Record data in an organized and appropriate format (e.g., t-chart, table, list, written log). (See W03-S3C2-01 and W03-S3C3-01)	*PO 5. Record data in an organized and appropriate format (e.g., t-chart, table, list, written log).(See W04-S3C2-01 and W04-S3C3-01)*

Concept 3: Analysis and Conclusions
Organize and analyze data; compare to predictions.

Grade 3	Grade 4
PO 1. Organize data using the following methods with appropriate labels: bar graphs pictographs tally charts (See M03-S2C1-02)	PO 1. Analyze data obtained in a scientific investigation to identify trends. (See M04-S2C1-03)
PO 2. Construct reasonable interpretations of the collected data based on formulated questions. (See M03-S2C1-03)	PO 2. Formulate conclusions based upon identified trends in data. (See M04-S2C1-03) PO 3. Determine that data collected is consistent with the formulated question.
PO 3. Compare the results of the investigation to predictions made prior to the investigation. PO 4. Generate questions for possible future investigations based on the conclusions of the investigation.	PO 4. Determine whether the data supports the prediction for an investigation. PO 5. Develop new questions and predictions based upon the data collected in the investigation.
PO 5. Record questions for further inquiry based on the conclusions of the investigation.	

Concept 4: Communication
Communicate results of investigations.

Grade 3	Grade 4
PO 1. Communicate investigations and explanations using evidence and appropriate terminology.(See W03-S3C2-01)	PO 1. Communicate verbally or in writing the results of an inquiry.(See W04-S3C3-01)
PO 2. Describe an investigation in ways that enable others to repeat it. (See W03-S3C3-01	PO 2. Choose an appropriate graphic representation for collected data: bar graph

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| and LS-F1)

PO 3. Communicate with other groups to describe the results of an investigation. (See LS-E1) | line graph
Venn diagram
model
(See M04-S2C1-02)

PO 3. Communicate with other groups or individuals to compare the results of a common investigation. |

Strand 2: History and Nature of Science

Scientific investigation grows from the contributions of many people. History and Nature of Science emphasizes the importance of the inclusion of historical perspectives and the advances that each new development brings to technology and human knowledge. This strand focuses on the human aspects of science and the role that scientists play in the development of various cultures.

Concept 1: History of Science as a Human Endeavor Identify individual and cultural contributions to scientific knowledge.	
Grade 3	**Grade 4**
PO 1. Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., John Muir [naturalist], supports Strand 4; Thomas Edison [inventor], supports Strand 5; Mae Jemison [engineer, physician, astronaut], supports Strand 6,; Edmund Halley [scientist], supports Strand 6). PO 2. Describe science-related career opportunities.	*PO 1. Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Margaret Mead [anthropologist], supports Strand 4; Nikola Tesla [engineer, inventor] supports Strand 5; Michael Faraday [scientist], supports Strand 5; Benjamin Franklin [scientist], supports Strand 5).* *PO 2. Describe science-related career opportunities.*

Concept 2: Nature of Scientific Knowledge Understand how science is a process for generating knowledge.	
Grade 3	**Grade 4**
PO 1. Describe how, in a system (e.g., terrarium, house) with many components, the components usually influence one another. PO 2. Explain why a system may not work if a component is defective or missing.	PO 1. Explain the role of experimentation in scientific inquiry. PO 2. Describe the interaction of components in a system (e.g., flashlight, radio). PO 3. Explain various ways scientists generate ideas (e.g., observation, experiment, collaboration, theoretical and mathematical

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models).

Strand 3: Science in Personal and Social Perspectives

Science in Personal and Social Perspective emphasizes developing the ability to design a solution to a problem., to understand the relationship between science and technology, and the ways people are involved in both. Students understand the impact of science and technology on human activity and the environment. This strand affords students the opportunity to understand their place in the world – as living creatures, consumers, decision makers, problem solvers, managers and planners.

Concept 1: Changes in Environments

Describe the interactions between human populations, natural hazards, and the environment.

Grade 3	Grade 4
PO 1. Describe the major factors that could impact a human population (e.g., famine, drought, disease, improved transportation, medical breakthroughs).	PO 1. Describe how natural events and human activities have positive and negative impacts on environments (e.g., fire, floods, pollution, dams).
PO 2. Describe the beneficial and harmful impacts of natural events and human activities on the environment (e.g., forest fires, flooding, pesticides).	PO 2. Evaluate the consequences of environmental occurrences that happen either rapidly (e.g., fire, flood, tornado) or over a long period of time (e.g., drought, melting ice caps, the greenhouse effect, erosion).

Concept 2: Science and Technology in Society

Understand the impact of technology.

Grade 3	Grade 4
PO 1. Identify ways that people use tools and techniques to solve problems. PO 2. Describe the development of different technologies (e.g., communication, entertainment, transportation, medicine) in response to resources, needs, and values. PO 3. Design and construct a technological solution to a common problem or need using common materials.	PO 1. Describe how science and technology (e.g., computers, air conditioning, medicine) have improved the lives of many people. PO 2. Describe benefits (e.g., easy communications, rapid transportation) and risks (e.g., pollution, destruction of natural resources) related to the use of technology. *PO 3. Design and construct a technological solution to a common problem or need using common materials.*

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Strand 4: Life Science

Live Science expands students' biological understanding of life by focusing on the characteristics of living things, the diversity of life, and how organisms and populations change over time in terms of biological adaptation and genetics. This understanding includes the relationship of structures to their functions and life cycles, interrelationships of matter and energy in living organisms, and the interactions of living organisms with their environment.

Concept 1: Characteristics of Organisms	
Understand that basic structures in plants and animals serve a function.	
Grade 3	**Grade 4**

PO 1. Describe the function of the following plant structures:
    roots – absorb nutrients
    stems – provide support
    leaves – synthesize food
    flowers – attract pollinators and produce seeds for reproduction
	PO 1. Compare structures in plants (e.g., roots, stems, leaves, flowers) and animals (e.g., muscles, bones, nerves) that serve different functions in growth and survival.
	
	PO 2. Classify animals by identifiable group characteristics:
	    vertebrates – mammals, birds, fish, reptiles, amphibians
	    invertebrates – insects, arachnids

Concept 2: Life Cycles	
Understand the life cycles of plants and animals.	
Grade 3	**Grade 4**
PO 1. Compare life cycles of various plants (e.g., conifers, flowering plants, ferns). PO 2. Explain how growth, death, and decay are part of the plant life cycle.	*No Performance Objectives defined at this level.*

Concept 3: Organisms and Environments	
Understand the relationships among various organisms and their environment.	
Grade 3	**Grade 4**

PO 1. Identify the living and nonliving components of an ecosystem.
 	
PO 2. Examine an ecosystem to identify microscopic and macroscopic organisms.
PO 3. Explain the interrelationships among plants and animals in different environments:
    producers – plants
    consumers – animals
    decomposers – fungi, insects, bacteria
	PO 1. Describe ways various resources (e.g., air, water, plants, animals, soil) are utilized to meet the needs of a population.
	
	PO 2. Differentiate renewable resources from nonrenewable resources.
	
	PO 3. Analyze the effect that limited resources (e.g., natural gas, minerals) may have on an environment.

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PO 4. Describe how plants and animals cause change in their environment. PO 5. Describe how environmental factors (e.g., soil composition, range of temperature, quantity and quality of light or water) in the ecosystem may affect a member organism's ability to grow, reproduce, and thrive.	PO 4. Describe ways in which resources can be conserved (e.g., by reducing, reusing, recycling, finding substitutes).

Concept 4: Diversity, Adaptation and Behavior
Identify plant and animal adaptations.

Grade 3	Grade 4
PO 1. Identify adaptations of plants and animals that allow them to live in specific environments. PO 2. Describe ways that species adapt when introduced into new environments. PO 3. Cite examples of how a species' inability to adapt to changing conditions in the ecosystem led to the extinction of that species.	PO 1. Recognize that successful characteristics of populations are inherited traits that are favorable in a particular environment. PO 2. Give examples of adaptations that allow plants and animals to survive. camouflage – horned lizards, coyotes mimicry – Monarch and Viceroy butterflies physical – cactus spines mutualism – species of acacia that harbor ants, which repel other harmful insects

Strand 5: Physical Science

Physical Science affords students the opportunity to increase their understanding of the characteristics of objects and materials they encounter daily. Students gain an understanding of the nature of matter and energy, including their forms, the changes they undergo, and their interactions. By studying objects and the forces that act upon them, students develop an understanding of the fundamental laws of motion, knowledge of the various ways energy is stored in a system, and the processes by which energy is transferred between systems and surroundings.

Concept 1: Properties of Objects and Materials
Classify objects and materials by their observable properties.

Grade 3	Grade 4
No Performance Objectives at this level.	*No Performance Objectives at this level.*

Concept 2: Position and Motion of Objects
Understand spatial relationships and the way objects move.

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Grade 3	Grade 4
No Performance Objectives at this level.	*No Performance Objectives at this level.*

Concept 3: Energy and Magnetism	
Investigate different forms of energy.	

Grade 3	Grade 4

PO 1. Demonstrate that light can be:
    reflected (with mirrors)
    refracted (with prisms)
    absorbed (by dark surfaces)
 	
PO 2. Describe how light behaves on striking objects that are:
    transparent (clear plastic)
    translucent (waxed paper)
    opaque (cardboard)
 	
PO 3. Demonstrate that vibrating objects produce sound.
 	
PO 4. Demonstrate that the pitch of a sound depends on the rate of the vibration (e.g., a long rubber band has a lower pitch than a short rubber band).
	PO 1. Demonstrate that electricity flowing in circuits can produce light, heat, sound, and magnetic effects.
	
	PO 2. Construct series and parallel electric circuits.
	
	PO 3. Explain the purpose of conductors and insulators in various practical applications.
	
	PO 4. Investigate the characteristics of magnets (e.g., opposite poles attract, like poles repel, the force between two magnet poles depends on the distance between them).
	
	PO 5. State cause and effect relationships between magnets and circuitry.

Strand 6: Earth and Space Science

Earth and Space Science provides the foundation fro students to develop an understanding of the Earth, its history, composition, and formative processes, and an understanding of the solar system and the universe. Students study the regularities of the interrelated systems of the natural world. In doing so, they develop understandings of the basic laws, theories, and the models that explain the world (NSES, 1995). By studying the Earth from both a historical and current time frame, students can make informed decisions about issues affecting the planet on which they live.

Concept 1: Properties of Earth Materials	
Identify the basic properties of Earth materials.	

Grade 3	Grade 4

PO 1. Identify the layers of the Earth:
    crust
    mantle
    core (inner and outer)
 	
PO 2. Describe the different types of rocks and how they are formed:
	No Performance Objectives at this level.

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metamorphic
igneous
sedimentary
 	
PO 3. Classify rocks based on the following physical properties:
    color
    texture
 	
PO 4. Describe fossils as a record of past life forms.
 	
PO 5. Describe how fossils are formed.
 	
PO 6. Describe ways humans use Earth materials (e.g., fuel, building materials, growing food).	

Concept 2: Earth's Processes and Systems	
Understand the processes acting on the Earth and their interaction with the Earth systems.	
Grade 3	**Grade 4**

No Performance Objectives at this level.	PO 1. Identify the Earth processes that cause erosion.
	
	PO 2. Describe how currents and wind cause erosion and land changes.
	
	PO 3. Describe the role that water plays in the following processes that alter the Earth's surface features:
	    erosion
	    deposition
	    weathering
	
	PO 4. Compare rapid and slow processes that change the Earth's surface, including:
	    rapid – earthquakes, volcanoes, floods
	    slow – wind, weathering
	
	PO 5. Identify the Earth events that cause changes in atmospheric conditions (e.g., volcanic eruptions, forest fires).
	
	PO 6. Analyze evidence that indicates life and environmental conditions have changed (e.g.,

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	tree rings, fish fossils in desert regions, ice cores).

Concept 3: Changes in the Earth and Sky	
Understand characteristics of weather conditions and climate.	
Grade 3	**Grade 4**
No Performance Objectives at this level.	PO 1. Identify the sources of water within an environment (e.g., ground water, surface water, atmospheric water, glaciers). PO 2. Describe the distribution of water on the Earth's surface. PO 3. Differentiate between weather and climate as they relate to the southwestern United States. PO 4. Measure changes in weather (e.g., precipitation, wind speed, barometric pressure). PO 5. Interpret the symbols on a weather map or chart to identify the following: temperatures fronts precipitation PO 6. Compare weather conditions in various locations (e.g., regions of Arizona, various U.S. cities, coastal vs. interior geographical regions).

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ARIZONA SOCIAL STUDIES STANDARDS

Strand 1: American History

A study of American History is integral for students to analyze our national experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in Arizona and American history. Students will be able to apply the lessons of American History to their lives as citizens of the United States.

Concept 1: Research Skills for History	
Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 2: World History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.	
Grade 3	**Grade 4**
PO 1. Use timelines to identify the time sequence of historical data. *PO 2. Recognize how archaeological research adds to our understanding of the past. PO 3. Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) to study people and events from the past. PO 4. Retell stories to describe past events, people and places.*	PO 1. Use the following to interpret historical data: a. timelines – B.C.E. and B.C.; C.E. and A.D. b. graphs, tables, charts, and maps PO 2. Describe the difference between primary and secondary sources. PO 3. Locate information using both primary and secondary sources. *PO 4. Describe how archaeological research adds to our understanding of the past*
Concept 2: Early Civilizations Pre 1500	
The geographic, political, economic and cultural characteristics of early civilizations made significant contributions to the later development of the United States.	
Grade 3	**Grade 4**
No performance objectives at this grade.	PO 1. Describe the legacy and cultures of prehistoric people in the Americas: a. characteristics of hunter-gatherer societies b. development of agriculture PO 2. Describe the cultures and contributions of the Mogollon, Anasazi (Ancestral Pueblos), and Hohokam (i.e., location, agriculture, housing, arts, trade networks; adaptation and alteration of the environment). PO 3. Identify other groups residing in the Southwest during this period (e.g., Patayan, Sinagua, Salado). PO 4. Identify the early civilizations that developed into empires in Central and South America (i.e., Maya, Aztec, Inca/Inka).

	PO 5. Recognize the achievements and features (e.g., mathematics, astronomy, architecture) of the Mayan, Aztec, and Incan/Inkan civilizations.

Concept 3: Exploration and Colonization 1500s – 1700s
The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the U.S.

Grade 3	Grade 4
PO 1. Discuss technological advances (e.g., compass, astrolabe, printing press) that facilitated exploration of the New World. PO 2. Recognize that European countries explored the New World for economic and political reasons. PO 3. Discuss European explorers and their discoveries in the New World (e.g., Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, Hernan de Soto). PO 4.Recognize how European exploration affected Native Americans in the Eastern regions (e.g., way of life, loss of land).	PO 1. Describe the reasons for early Spanish exploration of Mexico and the Southwestern region of the United States by: a. Cabeza de Vaca b. Estevan c. Fray Marcos de Niza d. Francisco Vásques de Coronado PO 2. Describe the impact of Spanish colonization on the Southwest: a. establishment of missions and presidios b. lifestyle changes of native people c. contributions of Father Kino PO 3. Describe the location and cultural characteristics of Native American tribes during the Spanish period (e.g., O'odham, Apache, Hopi).

Concept 4: Revolution and New Nation 1700s – 1820
The development of American constitutional democracy grew from political, cultural and economic issues, ideas and event.

Grade 3	Grade 4
No performance objectives at this grade.	No performance objectives at this grade.

Concept 5: Westward Expansion 1800 – 1860
Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.

Grade 3	Grade 4
No performance objectives at this grade.	PO 1. Recognize the change of governance of the Southwest from Spain to Mexico as a result of the Mexican Revolution. PO 2. Describe the influence of American explorers and trappers (e.g., James O. Pattie, Kit Carson, Bill Williams) on the development of the Southwest. PO 3. Describe events that led to Arizona becoming a possession of the United States: a. Mexican – American War b. Mexican Cession (Treaty of Guadalupe-Hidalgo) c. Gadsden Purchase

	PO 4. Describe the impact of Native Americans, Hispanics, and newcomers from the United States and the world on the culture of Arizona (e.g., art, language, architecture, mining, ranching). PO 5. Describe the conflict of cultures that occurred between newcomers and Arizona Native Americans: a. Indian Wars b. Navajo Long Walk c. formation of reservations

Concept 6: Civil War and Reconstruction 1850 – 1877
Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures.

Grade 3	Grade 4
PO 1.Recognize that there were issues associated with the Civil War (i.e., slavery, states' rights, South seceded from the Union). PO2. Discuss contributions of people during the Civil War era (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, Ulysses S. Grant, Harriet Tubman, Sojourner Truth, Frederick Douglass).	PO 1. Describe events in Arizona during the Civil War: a. Battle of Picacho Peak b. Battle of Apache Pass c. Arizona becomes a territory

Concept 7: Emergence of the Modern United States 1875 – 1929
Economic, social, and cultural changes transformed the U.S. into a world power.

Grade 3	Grade 4
PO 1.Discuss reasons (e.g., famine, political discord, religious persecution, economic opportunity) why people left their home country to start a new life in the United States PO 2. Describe the experiences in immigrants' lives after settling in the United States during the late 19th and early 20th centuries (e.g., new language, customs, opportunities, hardships).	PO 1. Describe the economic development of Arizona: a. mining b. ranching c. farming and dams PO 2. Describe the advent of innovations in transportation that helped Arizona's growth and economy, (e.g., steamboats, freighting, stagecoaches, railroads). PO 3. Identify key individuals and groups related to Arizona territorial days and early statehood (e.g., Charles Poston, Sharlot Hall, Buffalo Soldiers, Geronimo, George W.P. Hunt, Maneulito, Cochise). PO 4. Recognize that Arizona changed from a territory to a state on February 14, 1912. PO 5. Recognize the formation of Native American communities and reservations in Arizona (e.g., Gila River Reservation, Yaquis, Colorado River Indian Tribes).

Concept 8: Great Depression and World War II 1929 – 1945 Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of U.S. citizens.	
Grade 3	**Grade 4**
No performance objectives at this grade.	PO 1. Describe changes in the lives of U.S. and Arizona residents during the Great Depression: a. poverty b. unemployment c. loss of homes or businesses d. migration. PO 2. Describe the reasons for the U.S. becoming involved in World War II (e.g., German and Japanese aggression). PO 3. Describe the impact of World War II on Arizona (e.g., economic boost, military bases, Native American and Hispanic contributions, POW camps, relocation of Japanese Americans). PO 4. Describe how lives were affected during World War II (e.g., limited goods, women worked in factories, increased patriotism).
Concept 9: Postwar United States 1945 – 1970s Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.	
Grade 3	**Grade 4**
PO 1. Recognize that individuals (e.g., Susan B. Anthony, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr., César Chavez, Annie Wauneka) have supported the rights and freedoms of others.	PO 1. Describe changes that took place in Arizona during the postwar era (e.g., population growth, economic growth, cultural diversity, civil rights).
Concept 10: Contemporary United States 1970s – Present Current events and issues continue to shape our nation and our involvement in the global community.	
Grade 3	**Grade 4**
PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). PO 2. Discuss the connections between current events and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). *PO 3. Recognize that although our country is diverse it also has significant threads of*	*PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).* PO 2. Discuss the connections between current and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). PO 3. Describe the influence of key individuals in Arizona (e.g., Sandra Day O'Connor, Carl

commonality (e pluribus Unum).	Hayden, Ernest W. McFarland, Barry Goldwater, César Chavez, John McCain). PO 4. Discuss the contributions of diverse populations to Arizona.

Strand 2: World History

A study of World History is integral for students to analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in American and world history. Students should be able to apply the lessons of World History to their lives as citizens of the United States and members of the world community.

Concept 1: Research Skills for History

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 1: American History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

Grade 3	Grade 4
PO 1. Use timelines to identify the time sequence of historical data. *PO 2. Recognize how archaeological research adds to our understanding of the past.* *PO 3. Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) to study people and events from the past.* *PO 4. Retell stories to describe past events, people and places.*	PO 1. Use the following to interpret historical data: a. timelines – B.C.E. and B.C.; C.E. and A.D. b. graphs, tables, charts, and maps PO 2. Describe the difference between primary and secondary sources. PO 3. Locate information using both primary and secondary sources. *PO 4. Describe how archaeological research adds to our understanding of the past*

Concept 2: Early Civilizations

The geographic, political, economic and cultural characteristics of early civilizations significantly influenced the development of later civilizations.

Grade 3	Grade 4
PO 1. Recognize how government, (beginnings of democracy), mythology, art, architecture, and the Olympics in Ancient Greece contributed to the development of their own and later civilizations. PO 2. Discuss the contributions of teacher/philosophers (Socrates, Plato, Aristotle) whose thinking contributed to the development of their own and later civilizations. PO 3. Recognize how representative	No performance objectives at this grade.

government, mythology, architecture (aqueducts), and language (Latin) in Ancient Rome contributed to the development of their own and later civilizations. PO 4. Discuss the contributions of political and military leaders of Ancient Rome (Julius Caesar, Augustus, Constantine) whose actions influenced their own and later civilizations.	

Concept 3: World in Transition
People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity and competition.

Grade 3	Grade 4
No performance objectives at this grade.	The Middle Ages are introduced to establish reasons for Spanish and Portuguese exploration. As soldiers returned from the Crusades, European countries began to trade with the Indies. Spain and Portugal sought trade routes they could control, leading to their exploration of the New World.) PO 1. Discuss life in Europe as it existed at the time of the Aztec and Incan/Inkan empires in the Americas: a. life in castles b. knights traveling to new places during the Crusades c. desire for new routes to the Indies

Concept 4: Renaissance and Reformation
The rise of individualism challenged traditional western authority and belief systems resulting in a variety of new institutions, philosophical and religious ideas, and cultural and social achievements.

Grade 3	Grade 4
No performance objectives at this grade.	No performance objectives at this grade.

Concept 5: Encounters and Exchange
Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies world wide, transforming and creating nations.

Grade 3	Grade 4
PO 1. Describe how the search for a Northwest Passage to Asia led to the exploration and settlement of Canada. PO 2. Discuss European global explorations (e.g., Prince Henry the Navigator, Magellan, Henry Hudson, Vasco da Gama, Balboa, Amerigo Vespucci).	Note: European exploration was introduced in Grade 3. PO 1. Describe the reasons for Spanish and Portuguese explorations of the Americas (e,g., trade routes, gold). PO 2. Describe the impact of European explorers' encounters with the Aztec and Inca/Inka.

Concept 6: Age of Revolution
Intensified internal conflicts led to the radical overthrow of traditional governments and created new political and economic systems.

Grade 3	Grade 4
No performance objectives at this grade.	No performance objectives at this grade.
Concept 7: Age of Imperialism Industrialized nations exerted political, economic, and social control over less developed areas of the world.	
Grade 3	**Grade 4**
No performance objectives at this grade.	No performance objectives at this grade.
Concept 8: World at War Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.	
Grade 3	**Grade 4**
No performance objectives at this grade.	No performance objectives at this grade.
Concept 9: Contemporary World The nations of the contemporary world are shaped by their cultural and political past. Current events, developments and issues continue to shape the global community.	
Grade 3	**Grade 4**
PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). PO 2. Recognize that civilizations (i.e., Greece, Italy [Rome], Canada)) have changed from past to present (e.g., industries, traditions).	*PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).* PO 2. Discuss changes in civilizations from past to present in Mexico, Central and South American countries.

Strand 3: Civics/Government

The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will understand the importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

Concept 1: Foundations of Government The United States democracy is based on principles and ideals that are embodied by symbols, people and documents.	
Grade 3	**Grade 4**
PO 1. Describe national symbols and monuments that represent American democracy and values: a. Statue of Liberty	PO 1. Describe state and national symbols and monuments that represent American democracy and values: a. Great Seal of the United States

b. Ellis Island	b. Arizona symbols (e.g., seal, flag)
c. Lincoln Memorial	c. war memorials (e.g., Pearl Harbor- Arizona Memorial, WW II, Korean and Vietnam Memorials)
d. the Capitol	
PO 2. *Know that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.*	PO 2. Identify the rights and freedoms supported by the following documents:
PO 3. *Describe the significance of national holidays (e.g., Presidents' Day, Martin Luther King, Jr. Day, Veterans' Day, Memorial Day,*Flag Day, Inauguration Day, Labor Day, Constitution Day).	a. Preamble of the U.S. Constitution
	b. Bill of Rights
	c. Statement of Natural Rights as found in the Declaration of Independence (We hold these truths to be self evident……….)
	(Note: Aligns to State Statute)
	PO 3. Describe Arizona's transition from territory to statehood:
	a. locations of capital
	b. founding people
	c. Arizona's constitution
	PO 4. Describe the varied backgrounds of people living in Arizona:
	a. shared principles, goals, customs and traditions
	b. diversity in one's school and community
	c. benefits and challenges of a diverse population

Concept 2: Structure of Government
The United States structure of government is characterized by the separation and balance of powers.

Grade 3	Grade 4
PO 1. Identify the three branches of State and National government.	(Note: The three branches of government were introduced in Grade 3.)
a. Executive	PO 1. Describe the three branches of State and National Government:
b. Legislative	a. Executive
c. Judicial	b. Legislative
PO 2. Recognize that there are different levels of government (e.g., local, tribal, county, state, and national).	c. Judicial
	PO 2. Describe different levels of government (e.g., national).

Concept 3: Functions of Government
Laws and policies are developed to govern, protect, and promote the well-being of the people.

Grade 3	Grade 4
PO 1. Identify the basic concept of how laws are made (law proposed, discussed, amended and voted).	PO 1. Describe the major responsibilities of state government:
	a. making laws
	b. enforcing laws
	c. collecting taxes
	PO 2. Describe the major responsibilities of the

	local government (e.g., city, county): a. determining land use b. enforcing laws c. overlapping responsibilities with state government PO 3. Describe the possible consequences of violating laws.
Concept 4: Rights, Responsibilities, and Roles of Citizenship The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.	
Grade 3	**Grade 4**
PO 1. Describe the rights and responsibilities of citizenship: a. good sportsmanship b. participation and cooperation c. rules and consequences d. voting *PO 2. Describe the importance of students contributing to the community* (cooperating, *service projects*). *PO 3. Identify traits of character that are important to the preservation and improvement of democracy* (e.g., *honesty, courage, cooperation,* respect, trustworthiness, responsibility, citizenship).	PO 1. Discuss ways an individual can contribute to a school or community. *PO 2. Identify traits of character that are important to the preservation and improvement of democracy* (e.g., *responsibility, respect,* perseverance, loyalty, integrity, involvement, justice and tolerance). PO 3. Describe the importance of citizens being actively involved in the democratic process (e.g., voting, campaigning, civil and community service, jury duty).
Concept 5: Government Systems of the World Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.	
Grade 3	**Grade 4**
No performance objectives at this grade.	No performance objectives at this grade.

Strand 4: Geography

The goal of the geography strand is to provide an understanding of the human and physical characteristics of the Earth's places and regions and how people of different cultural backgrounds interact with their environment. Geographic reasoning is a way of studying human and natural features within a spatial perspective. Through the study of geography, students will be able to understand local, national, regional, and global issues. Students will interpret the arrangement and interactions of human and physical systems on the surface of the Earth. As these patterns have changed over time and are important to governments and economies, geographic reasoning will enhance students' understanding of history, civics, and economics.

| **Concept 1: The World in Spatial Terms** |
| The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments. |

Grade 3	Grade 4
Concept 1: The World in Spatial Terms	PO 1. Use different types of maps to solve
PO 1. Identify that different types of maps serve various purposes (e.g., political, physical, thematic).	problems (e.g., road maps –distance, resource maps-products, historical maps- boundaries, thematic map- climates).
PO 2. Interpret political and physical maps using the following elements:	*PO 2. Interpret political and physical maps using the following map elements:*
a. alpha-numeric grids	*a. title*
b. title	*b. compass rose (cardinal and intermediate directions)*
c. *compass rose -cardinal*and intermediate *directions*	*c. symbols*
d. symbols	*d. legend*
e. legend	*e. scale*
f. scale	f. road map index
PO 3. Construct a map of a familiar place (e.g., school, home, neighborhood or fictional place) that includes a title, compass rose, symbols and legend.	g. grid (latitude and longitude)
PO 4.Construct maps using symbols to represent human and physical features.	*PO 3. Construct maps using symbols to represent human and physical features.*
PO 5. Construct charts, and graphs to display geographic information.	*PO 4. Construct charts and graphs to display geographic information.*
PO 6. Recognize characteristics of human and physical features:	*PO 5. Describe characteristics of human and physical features:*
a. *physical- continent, ocean*, *river, lake, mountain range, coast, sea*, *desert*, gulf, bay, strait, plain, valley, volcanoes, peninsula	a. *physical - continents, oceans, river, lake, mountain, range, coast, sea, desert, gulf, bay, strait, plain, valley, volcanoes,* isthmus, canyon, plateau, mesa, oasis, dunes
b. human - Equator, Northern and Southern Hemispheres, North and South Poles, city,	*b. human – Equator,* four hemispheres*, North and South Poles, city, state, country,* harbor, dams, territory, county
PO 7. Locate physical and human features using maps, illustrations, images or globes.	*PO 6. Locate physical and human features using maps, illustrations, images or globes.*
a. *physical-* seven continents, four oceans, *river, lake, mountain range, coast, sea, desert,* gulf, bay, strait, peninsula	*a. physical - seven continents, four oceans, river, lake, mountain range, coast, sea, desert, gulf, bay, strait)*
*b. human - Equator, Northern and Southern Hemispheres, North and South Poles, city, state, country,*roads, railroads	*b. human – Equator.* Four hemispheres*, North and South Poles, city, state, country, roads, railroads*
	PO 7. Locate physical and human features in Arizona using maps, illustrations, or images:
	a. physical – Grand Canyon, Mogollon Rim, Colorado River
	b. human – Phoenix, Yuma, Flagstaff, Tucson, Prescott, Hoover Dam, Roosevelt Dam

Concept 2: Places and Regions
Places and regions have distinct physical and cultural characteristics.

Grade 3	Grade 4
PO 1. Locate major physical and human features on maps and globes (e.g., Greece, Italy, Hudson River, New York Bay/ Ellis Island, Canada, Spain, France, United States, Mexico, Washington D.C.).	PO 1. Describe how regions, such as the Southwest, have distinct physical and cultural characteristics PO 2. Locate the landform regions of Arizona (plateau, mountain, desert) on a map. PO 3. Compare the landform regions of Arizona according to their physical features, plants, and animals. PO 4. Describe how regions and places have distinct characteristics (e.g., Grand Canyon, Colorado River, Casa Grande Ruin, Walnut Canyon, Montezuma Castle, Canyon de Chelly, Rocky Mountains, Rio Grande River, Yucatan Peninsula).

Concept 3: Physical Systems
Physical processes shape the Earth and interact with plant and animal life to create, sustain, and modify ecosystems. These processes affect the distribution of resources and economic development. Science Strands are summarized as they apply to Social Studies content in Grades K-8. In High School, the Performance Objectives are a summary of skills and content for grades 9 -12. These concepts are reinforced in Social Studies classes, but assessed through Science.

Grade 3	Grade 4
(Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.) Connect with: Science Strand 3 Concept 1 Describe major factors that impact human populations and the environment. Science Strand 4 Concept 3 Explain the relationships among plants and animals in different environments. Science Strand 4 Concept 4 Describe ways species adapt to environments and what happens if they cannot adapt. Science Strand 6 Concept 1 Identify the basic properties of earth materials (rocks, fossils, layers of the earth).	(Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.) Connect with: Science Strand 3 Concept 1 Describe how natural events and human activities impact environments. Science Strand 4 Concept 3 Describe uses, types, and conservation of natural resources. Science Strand 6 Concept 2 Understand processes acting on the earth (erosion, floods, earthquakes, volcanoes, forest fires) and evidence of their occurrence. Science Strand 6 Concept 3 Understand characteristics of weather conditions and climate.

Concept 4: Human Systems
Human cultures, their nature, and distribution affect societies and the Earth.

Grade 3	Grade 4
PO 1. Describe changes over time in	PO 1. Describe the factors (push and pull) that

transportation (e.g., animal, boat, train, motorized vehicle and aircraft).	have contributed to the settlement, economic development (e.g., mining, ranching, agriculture, and tourism), and growth of major Arizona cities.
PO 2. Describe changes over time in communication networks (e.g., telegraph, telephone, postal, internet).	PO 2. Describe how Mexico and Arizona are connected by the movement of people, goods, and ideas.
PO 3. Recognize there are differences in political units and hierarchies (e.g., community, city, county, state, country, continent).	PO 3. Describe how the building of transportation routes (e.g., trails, stage routes, railroad) resulted in human settlement and economic development in Arizona.
PO 4. Discuss the cultural elements of a community or nation (e.g., food, clothing, housing, sports, customs, beliefs) in regions studied (e.g., Greece, Italy, United States and Canada).	PO 4. Describe the cultural characteristics (e.g., food, clothing, housing, sports, customs, beliefs) of Arizona's diverse population.
PO 5. Discuss the major economic activities and land use patterns (e.g., harvesting natural resources, agricultural, industrial, residential, commercial, recreational) of regions studied.	*PO 5. Describe the major economic activities and land use patterns (e.g., agricultural, industrial, residential, commercial, recreational, harvesting of natural resources) of regions studied.*

Concept 5: Environment and Society
Human and environmental interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.

Grade 3	Grade 4
PO 1. Identify ways in which humans depend upon, adapt to, and impact the earth (e.g., farming, building structures and dams, creating transportation routes, overgrazing, mining, logging).	PO 1. Describe human dependence on the physical environment and natural resources to satisfy basic needs.
PO 2. Describe ways of protecting natural resources.	PO 2. Describe the impact of extreme natural events (e.g., fires, volcanoes, floods, droughts) on human and physical environments.
PO 3. Identify resources that are renewable, recyclable, and non-renewable.	PO 3. Describe the impact of human modifications on the physical environment and ecosystems (e.g., dams, mining, air conditioning, irrigation, agricultural).

Concept 6: Geographic Applications
Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.

Grade 3	Grade 4
PO 1. Describe how physical and human characteristics of places change from past to present.	PO 1. Describe the impact of geographic features (rivers, mountains, resources, deserts, climate) on migration and the location of human activities (e.g., exploration, mining, transportation routes, settlement patterns).
PO 2. Discuss geographic concepts related to current events.	
PO 3. Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to	*PO 2. Discuss geographic knowledge and skills related to current events.*

| find solutions for local, state or national problems (e.g., shortage or abundance of natural resources). | PO 3. Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources). |

Strand 5: Economics

The goal of the economics strand is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This will prepare students to weigh both short-term and long-term effects of decisions as well as possible unintended consequences. The study of economics explains historical developments and patterns, the results of trade, and the distribution of income and wealth in local, regional, national, and world economies. Students will be able to analyze current issues and public policies and to understand the complex relationships among economic, political, and cultural systems.

Concept 1: Foundations of Economics The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.	
Grade 3	**Grade 4**
PO 1. Identify how scarcity requires people to make choices due to their unlimited needsandwants with limited resources. PO 2. Identify opportunity costs in personal decision-making situations. PO 3. Identify goods and services provided by local government (e.g., fire, immunizations, library, police). PO 4. Give examples of trade in the local community (e.g., farmers supply the grocer). PO 5. Discuss why some goods are made locally and some are made in other parts of the United States and world. (e.g., labor, raw materials, energy resources). PO 6. Discuss how producers use natural, human, and capital resources to create goods and services.	PO 1. Explain the decision for a personal spending choice PO 2. Identify that specialization improves standards of living (e.g., medical care, home building, agriculture). PO 3. Give examples of how voluntary exchanges of goods and services can be mutually beneficial (e.g., ice cream vendor receives money, child receives ice cream; doctor receives monetary benefit, patient receives care).
Concept 2: Microeconomics Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.	
Grade 3	**Grade 4**
No performance objectives at this grade.	PO 1. Discuss how price incentives affect

	peoples' behavior and choices (e.g., which crops to grow, which products to purchase). PO 2. Describe why state and local governments collect taxes (e.g., schools, fire, police, libraries). PO 3. Describe how education, skills, and career choices affect income. PO 4. Discuss how profit is an incentive to entrepreneurs. PO 5. Describe risks that are taken by entrepreneurs. PO 6. Identify the role of financial institutions in providing services (e.g., savings accounts and loans).

Concept 3: Macroeconomics

Macroeconomics examines the costs and benefits of economic choices made at a societal level and how those choices affect overall economic well being.

Grade 3	Grade 4
No performance objectives at this grade.	No performance objectives at this grade.

Concept 4: Global Economics

Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world.

Grade 3	Grade 4
No performance objectives at this grade.	No performance objectives at this grade.

Concept 5: Personal Finance

Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

Grade 3	Grade 4
PO 1.Discuss costs and benefits of personal spending and saving choices.	PO 1. Describe how interest is an incentive to saving money.

ARIZONA ARTS EDUCATION STANDARDS

VISUAL ARTS

Standard 1: Creating Art Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.	
Foundations (Grades 1-3)	Essentials (Grades 4-5)
1AV-F1. Select and use subjects, themes and symbols in works of art PO 1. Use subjects in a work of art PO 2. Use themes in a work of art PO 3. Use symbols in a work of art **1AV-F2**. Use additional arts media (e.g., crayon, photography, pastels, video), techniques, and processes to communicate a variety of ideas, experiences and responses PO 1. Use unfamiliar art media in a work of art PO 2. Use unfamiliar techniques and processes in a work of art PO 3. Demonstrate how different media, techniques and processes can be used to communicate a variety of ideas, experiences and responses **1 AV-F3.** Demonstrate knowledge and use of a variety of techniques, processes and media to create two-and three-dimensional artworks PO 1. Create a two-dimensional artwork using a variety of techniques, processes and/or media PO 2. Create a three-dimensional artwork using a variety of techniques, processes and/or media **1AV-F4**. Apply the elements of art and principles of design (e.g., showing perspective by varying the size of objects in a landscape) to create and control mass, form and space constructions PO 1. Create an artwork with overlapping objects to show depth on a two-dimensional surface	**1AV-E1**. Choose the most appropriate media, techniques, and processes to enhance communication of one's own ideas and experiences (Grades 4-5) PO 1. Create artwork using the most appropriate media to communicate ideas and experiences **1AV-E2**. Demonstrate increasing technical ability and skill to complete visual arts assignments (Grades 4-8) PO 1. Demonstrate technical ability and skill to complete visual arts assignments PO 2. Demonstrate improvement of technical ability and skill in a sequence of one's own artwork PO 3. Produce a portfolio demonstrating improved technical ability and skill **1AV-E3**. Identify and demonstrate the basic physical and scientific properties of the technical aspects of visual arts media (e.g., glazes, paints, printing equipment, photo papers/chemicals, fiber dyes, kilns, cameras, computer software and hardware, mathematics, light, tensile strength) (Grades 4-8) PO 1. Identify basic physical and scientific properties of the technical aspects of visual arts media PO 2. Demonstrate, within one's own artworks, the basic physical and scientific properties of the technical aspects of visual arts media **1AV-E4.** Continue to expand knowledge and

PO 2. Use varying sizes of objects in a composition to show depth (e.g., foreground objects appear larger than background objects)

1AV-F5. Organize and develop visual solutions to given problems such as using color and line to influence a response (e.g., joy, warmth, happiness, sadness) from the viewer
PO 1. Determine a variety of possible solutions to a given artistic problem (e.g., brainstorming)
PO 2. Select best options to a given artistic problem
PO 3. Create a work based on selected solution to the given artistic problem

1AV-F6. Use visual structures (e.g., organizational principles, expressive features, sensory qualities) to organize the components of own work into a cohesive and meaningful whole

1AV-F7. Expand knowledge and use of different arts media (e.g., metals, paper casting, computer graphics, fiber arts)
PO 1. Describe characteristics of art media

1AV-F8. Demonstrate responsible use of tools and materials

use of different arts media, acquiring several new techniques
(Grades 4-5)
PO 1. Know how to use different arts media and techniques
PO 2. Demonstrate the use of different arts media and techniques

1AV-E5. Investigate and sequence multiple visual solutions to a given problem, making revisions and articulating the rationale for the best solutions
(Grades 4-5)
PO 1. Identify the issues to be addressed within one's own artwork
PO 2. Determine the variety of options one could use in producing an artwork to address an artistic problem
PO 3. Select the specific options that would best solve an artistic problem
PO 4. Create an artwork that best solves an artistic problem

3AV-E6. Describe and demonstrate the persuasive power of the visual arts to influence messages used by business, industry and politics
(Grades 4-5)
PO 1. Identify images used to influence messages used by business, industry, and politics
PO 2. Describe the persuasive power of the images to influence messages used by business, industry and politics

3AV-E7. Describe ways in which the principles and subject matter of other disciplines in the curriculum are interrelated with visual arts
(Grades 4-5)
PO 1. Identify the curriculum concepts from other disciplines that are used in the visual arts (e.g., measurements in mathematics, writing and public speaking in language arts)

3AV-E8. Demonstrate the process and value of critiquing one's own artwork and the work of

	others, using technology as one means of communicating personal ideas in a variety of forums (Grades 4-5) PO 1. Demonstrate one process of critiquing an artwork PO 2. Name a benefit of the critique process

Standard 2: Art In Context
Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

Foundations (Grades 1-3)	Essentials (Grades 4-8)
2AV-F1. Select and demonstrate an understanding of how subject matter communicates meaning, themes, and ideas in works made by themselves and others PO 1. Match similar subject matter in art images/object PO 2. Match various subject matter with various meanings or themes (i.e., smiling face with happiness or cityscape with growth of society) **2AV-F2.** Demonstrate how elements of time period and location influence art PO 1. Identify characteristics of particular periods of time within the history of art PO 2. Recall past information to suggest various influences on art images/objects (e.g., it looks like ...) **2AV-F3.** Identify and describe how history, culture and visual arts can and do influence one another PO 1. Identify art images/objects from a particular culture PO 2. Tell what changes occur over time in a particular culture PO 3. Find commonalities in art images/objects from various cultures and time periods PO 4. Restate the purpose an art image/object served based on the cultural history of the maker (e.g., Kachina dolls to the Hopi) **2AV-F4.** Identify realistic, abstract, and non-	**2AV-E1.** Use subjects, themes and symbols that demonstrate knowledge of contexts, values and aesthetics to communicate intended meaning in their artworks (Grades 4-5) PO 1. Identify cultural and historical symbols for one's own meaning, past and present PO 2. Apply subjects, themes or symbols from various cultural or historical contexts to one's own artwork that will communicate their intended meanings PO 3. Compare and contrast the values and aesthetics of one's own work and the historic or cultural work with similar meanings **2AV-E2**. Identify and investigate visual arts careers and qualifications, noting the personal and work attributes required to succeed (Grades 4-8) PO 1. Determine careers in the visual arts PO 2. Research a particular career choice for qualifications necessary PO 3. List one's own personal strengths and interests and match those with existing arts careers **2AV-E3**. Identify and compare the characteristics of artworks that share similar subject matter, historical periods or cultural context (Grades 4-5) PO 1. Determine characteristics in several

objective artworks
PO 1. Identify realistic art works
PO 2. Identify abstract artworks
PO 3. Identify nonobjective artworks

2AV-F5. Describe careers (e.g., children's book illustrator, sculptor, graphic designer, painter, arts teacher, photojournalist, museum curator, architect, film animator) in the visual arts
PO 1. Identify careers in the visual arts
PO 2. Explore possible career options in visual art
PO 3. Identify the skills needed and career options in the creation of a product (e.g., the process of book making from idea to completion)
PO 4. Present visual arts career information (e.g., role-playing, posters)

artworks from the same cultural group
PO 2. Compare and contrast the characteristics of various cultural groups in similar time periods
PO 3. Compare and contrast the use of subject matter in various cultural groups in various time periods

2AV-E4. Describe the role art plays in culture and how it reflects, records and shapes history in various times, places and traditions
(Grades 4-5)
PO 1. Explain functional and non-functional art forms
PO 2. Describe traditional art forms based on culture
PO 3. State the social, economic, political, geographic, or cultural implications of one's own work

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Standard 3: Art As Inquiry
Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

Foundations (Grades 1-3)	Essentials (Grades 4-8)
3AV-F1. Identify and discuss the similarities and differences of art produced by themselves and others, using technology as one means of communicating personal ideas in a variety of forums PO 1. Compare works of art produced by themselves to communicate a personal idea PO 2. Compare works of art produced by others to communicate a personal idea PO 3. Use electronic media to describe similarities and differences between art works **3AV-F2.** Understand there are various purposes for creating works of art PO 1. Explain various purposes for art (e.g., function, ceremonial) PO 2. Identify various uses for art works in time and context PO 3. Determine the other purposes the artwork could have served	**3AV-E1.** Compare and contrast the various purposes for creating art (Grades 4-8) PO 1. Analyze purposes for creating art PO 2. Compare various purposes for creating art PO 3. Contrast various purposes for creating art **3AV-E2**. Identify the artistic styles of realistic, abstract and non-objective artworks (Grades 4-5) PO 1. Identify realistic artworks PO 2. Identify abstract artworks PO 3. Identify non-objective artworks **3AV-E3**. Interpret and describe the messages of contemporary and historic artworks in terms of cultural and ethnic influences (Grades 4-5) PO 1. Describe the meaning of contemporary artworks in terms of a particular culture or

3AV-F3. Provide a rationale for why they like or dislike specific artworks based on the art elements, principles of design values and themes
PO 1. Use the elements of art to provide a rationale for one's own like or dislike of a specific artwork
PO 2. Use the principles of design to provide a rationale for like or dislike of a specific artwork
PO 3. Use values and themes to provide a rationale for one's own like or dislike of a specific artwork

3AV-F4. Use appropriate visual art terminology to describe artworks
PO 1. Describe artworks using the elements of art and principles of design
PO 2. Describe artworks based on its art form, tools, media, and processes used (e.g., sculpture, chisel, stone, and reduction)

3AV-F5. Describe how personal experiences and outside influences may affect the work of an artist, as well as the perceptions of the viewer
PO 1. Identify the influences and experiences of the artist in relationship to a particular artwork
PO 2. Identify the influences and experiences of the viewer in relationship to a particular artwork
PO 3. Compare the influences and experiences of the artist and viewer in relation to a particular artwork

ethnic back ground
PO 2. Describe the meaning of historical artworks in terms of a particular culture or ethnic background

3AV-E4. Use art elements and the principles of design to describe the effective communication of ideas in one's own personal work and in the work of master artists (Grades 4-5)
PO 1. Use the elements of art to describe the effective communication of ideas in the work of master artists of various cultures
PO 2. Use the principles of design to describe the effective communication of ideas in the work of master artists of various cultures

3AV-E5. Describe and compare own responses and responses of others to works by artists from various eras and cultures (Grades 4-5)
PO 1. Develop one's own response about works from various eras and cultures
PO 2. Identify the responses of others about works from various eras and cultures
PO 3. Compare one's own response with the responses of others about works from various eras and cultures

3AV-E6. Describe and demonstrate the persuasive power of the visual arts to influence messages used by business, industry and politics (Grades 4-5)
PO 1. Identify images used to influence messages used by business, industry, and politics
PO 2. Describe the persuasive power of the images to influence messages used by business, industry and politics

3AV-E7. Describe ways in which the principles and subject matter of other disciplines in the curriculum are interrelated with visual arts (Grades 4-5)

	PO 1. Identify the curriculum concepts from other disciplines that are used in the visual arts (e.g., measurements in mathematics, writing and public speaking in language arts) **3AV-E8**. Demonstrate the process and value of critiquing one's own artwork and the work of others, using technology as one means of communicating personal ideas in a variety of forums (Grades 4-5) PO 1. Demonstrate one process of critiquing an artwork PO 2. Name a benefit of the critique process

THEATRE

Standard 1: Creating Art	
Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.	
Foundations (Grades 1-3)	Essentials (Grades 4-8)
1AT-F1. Working within a group use selected characters, environments, and actions to improvise a dramatic problem; formalize by recording and/or writing the dialogue and stage directions PO 1. Describe characters within a dramatic activity PO 2. Sequence the events in the dramatic activity PO 3. Describe the environment PO 4 Choose appropriate props to enhance the scene PO 5. Improvise a dramatic scene PO 6. Write or record improvised dialogue and stage movement	**1AT-E1**. Create and script (e.g., through scenarios for improvisations and scripts), both individually and in groups, scenarios that develop tension and suspense between believable, interrelated characters (Grades 4-5) PO 1. Develop a scene that has a simple series of actions with conflict, challenge, or problems for the characters PO 2. Analyze the relationships and believability of the characters in the improvisation PO 3. Use class discussions as a basis for scripting (in appropriate format) a scene that involves character, tension/conflict, and action
1AT-F2. Imagine and clearly describe (e.g., through variations of movement and gesture, vocal pitch, volume and tempo) characters, their relationships, what they want and why PO 1. Describe the imagined characters and their wants and needs (motivation), and basic relationships with the other characters in the scene	**1AT-E2**. Demonstrate mental and physical attributes (e.g., concentration, sense recall, and ability to remember lines and cues; breath and vocal control, body alignment, flexibility, and coordination) required to communicate characters different from themselves (Grades 4-5) PO 1. Concentrate as a character portraying

PO 2. Demonstrate the character motivations and relationships through dialogue and movement

1AT-F3. As a character, play out her/his wants by interacting with others, maintaining concentration, and contributing to the action of classroom improvisations (e.g., scenes based on personal experience and heritage, imagination, literature and history)
PO 1. Develop small group improvisations based on characters' wants and needs
PO 2. Interact in role with other characters in the improvisation
PO 3. Use an imaginative range of movement and dialogue that is appropriate to the characters within the improvisation

1AT-F4. Draw or verbally describe mental images for the time, place and mood of classroom dramatizations
PO 1. As a group, decide on a time, place and mood for the improvisation
PO 2. Use line, shape, texture, color, space, balance and pattern to depict the mental image that was developed through the group process

1AT-F5. Collaborate to choose elements of scenery, objects, sound, lighting, clothing and makeup to suggest the place, mood and characters for classroom dramatizations
PO 1. Choose available scenery pieces and/or props to suggest the chosen environment
PO 2. Choose to lighten or partially darken the room to enhance the mood of the improvisation
PO 3. Choose or create sound exploring a variety of sound media (e.g., body percussion, pitched and unpitched percussion, voices, found sounds, electronic sources) to enhance the meaning and mood of the improvisation
PO 4. Choose available clothing, accessories, and props to suggest character

simple identified role characteristics
PO 2. Demonstrate fluidity of dialogue in improvisations and when remembering lines and
taking cues for scripted dramas
PO 3. Use simple vocal techniques (e.g., rate, tone, pitch, rhythm, tempo, volume) to create a believable character
PO 4. Use simple range of movement to differentiate one character from another

1AT-E3. Cooperate in an ensemble to rehearse and present improvisations and
scripted scenes involving themselves as invented characters
(Grades 4-5)
PO 1. In small groups cooperatively plan scenes or improvisations
PO 2. Rehearse an improvisation or scene making certain the action is seen and heard
PO 3. Participate in a classroom presentation and/or a film/video demonstrating vocal and movement techniques to portray a character

1AT-E4. Identify and demonstrate the basic physical and chemical properties of the technical aspects of theatre (e.g., light, color, electricity, paint, set construction and makeup)
(Grades 4-5)
PO 1. Demonstrate the effect of a light source on shadow (reflection, refraction and absorption) and mood
PO 2. Mix paint to create different colors, values, and hues; explain the process

1AT-E5. Analyze scenes for artistic and technical requirements; develop design based on musical and visual art principles that meet the requirements of the scene
(Grades 4-5)
PO 1. Discuss how visual and aural design elements affect the audience
PO 2. Experiment with arts media and techniques to create a design that contributes to the

	mood and meaning of an improvisation (e.g., collage, computer image, sound plot)
	1AT-E6. Work collaboratively and safely to select and create elements of scenery, properties, lighting, sound, costumes and makeup that will suggest their designs (Grades 4-5) PO 1. Use available art materials and tools to construct set pieces or select from a variety of sources, objects that can convey the image of the environment PO 2. Make certain the action is seen and light sources colored to enhance the mood of the scene PO 3. Record and play sound to enhance the mood and meaning of the scene PO 4. Select costume accessories (e.g., from home wardrobes) to enhance the design of the performance and help delineate character

Standard 2: Art In Context
Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

Foundations (Grades 1-3)	Essentials (Grades 4-8)
2AT-F1. Research information (e.g., social, economic, political, time, place) to enrich classroom dramatizations Given a story to improvise: PO 1. Use a variety of sources (e.g., library books, family information, pictures) to develop an image of the look, sound, touch, taste of the time and place of the story **2AT-F2.** Identify, by genre, examples of theatre about historical periods and cultures PO 1. Identify the culture by country of setting and time PO 2. Explain the differences between comic and serious drama **2AT-F3**. Demonstrate how interrelated conditions (e.g., social, economic, political, time, place) influence the characters and stories	**2AT-E1.** Analyze the physical, emotional and social dimensions of characters found in dramatic texts from various genre and media (Grades 4-5) Given a dramatic text or media presentation: PO 1. Identify and compare the physical traits (e.g., ethnicity, body shape, age, physical ability) of various characters PO 2. Explain how the emotional range (e.g., feelings that motivate a character, feelings or reactions) of characters effects their personality PO 3. Identify and compare the social status of characters **2AT-E2**. Explain and compare the roles and interrelated responsibilities of various personnel involved in theatre, film, television and/or electronic media productions (Grades 4-5)

in theatre
PO 1. Describe how place (e.g., cold or hot climate, desert or rain forest) and time (e.g., past, present or future) affects the characters in a play, film or television show

2AT-F4. Discuss the role of theatre, film, television and electronic media in their lives and in the lives of others
PO 1. Graph how much television, film and theatre is viewed by one's self and others

PO 1. Explain what the playwright, actor, designer and director do to put on a play and the role of editor, camera operator in film
PO 2. Compare and contrast the roles and responsibilities of actors, designers and directors in film and theatre

2AT-E3. Explain how social concepts (e.g., cooperation, communication, collaboration, consensus, self-esteem, risk-taking, sympathy, empathy) apply in theatre and in daily life, literature or history
(Grades 4-5)
PO 1. Utilizing their knowledge of social skills needed in the planning, rehearsing and presentation of a dramatic work, give examples from daily life when these skills are applicable
PO 2. Compare the social behavior of characters in a film/television and or theatre productions with examples from social behavior in similar situations in daily life
PO 3. Improvise scenes exemplifying these behaviors

2AT-E3. Explain how social concepts (e.g., cooperation, communication, collaboration, consensus, self-esteem, risk-taking, sympathy, empathy) apply in theatre and in daily life, literature or history
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PO 1. Utilizing their knowledge of social skills needed in the planning, rehearsing and presentation of a dramatic work, give examples from daily life when these skills are applicable
PO 2. Compare the social behavior of characters in a film/television and or theatre productions with examples from social behavior in similar situations in daily life
PO 3. Improvise scenes exemplifying these behaviors

2AT-E5. Analyze the emotional and social impact (e.g., historical and contemporary) of performances in their lives and the lives of others)

	(Grades 4-5) PO 1. Analyze and describe orally or in writing a personal response to a play, film or other performance PO 2. Describe how the characters in a situation might be similar to one experienced in real life **2AT-E6.** Select characters representing various historical periods and cultures from scripts and other sources and illustrate how these characters 1) have similar needs and motivations and 2) reflect the conditions of their time and place (Grades 4-5) PO 1. Identify and describe characters from dramatic productions from two historical periods and/or cultures PO 2. Improvise a scene that places characters from two different historical periods or cultures in a problem situation PO 3. Explain how and why the characters behaved as they did in the improvisation or the production **2AT-E7**. Describe and compare responses to their own works and works by others (Grades 4-5) PO 1. Identify similar and different emotional and critical responses to selected works of art PO 2. Evaluate responses according to one's own objective or artists' perceived purpose

Standard 3: Art As Inquiry	
Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.	
Foundations (Grades 1-3)	Essentials (Grades 4-8)
3AT-F1. Describe how the performers communicate their characters and how the costumes, set, lights and sound contribute to classroom dramatizations and dramatic performances PO 1. Describe the movement and vocal choices of the actors that helped to depict or distinguish their character PO 2. Discuss how costumes, set, lights, and	**3AT-E1**. Explain and justify the meanings constructed from their and others/ dramatic performances (Grades 4-5) PO 1. Identify and explain the effect of conflicts between characters in a dramatic production PO 2. Describe how the conflict is related to daily life

sound helped to communicate the time, place and mood of the play

3AT-F2. Infer a character's motivations and emotions and predict future action or the resolution to a conflict in the drama
PO 1. Identify the characters' feelings at several specified moments in the play and speculate why they felt that way
PO 2. Determine the motivations of two different characters in the play and determine the optional ending that each character would like to see
PO 3. Discuss what might or could happen after the play ends

3AT-F3. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with theatre
PO 1. Identify how a "good" speaking voice is similar to a singing voice
PO 2. Discuss the effect of the music's genre, style, tempo, etc., in a theatre production
PO 3. List elements of the short story that are similar to those of a drama
PO 4. Relate subject matter of a play (time, place, story) to an historical event or personal/ social problem
PO 5. Identify and explore how actor movement is similar to dance in its use of space, range, tempo, and energy of movement
PO 6. Discuss the visual art elements used in a theatrical presentation
PO 7. Discuss how physical fitness is important to actors

3AT-F4. Analyze classroom dramatizations and, using appropriate terminology, constructively suggest alternative ideas for dramatizing roles, arranging environments, and developing situations, along with means of improving the collaborative process of planning, playing, responding, and evaluating
PO 1. Discuss appropriate ways to give, take, and use constructive criticism
PO 2. Describe what was effective about

PO 3. Formulate a general theme based on a play and its relationship to daily life

3AT-E2. Describe and analyze the effect of publicity, study guides, programs and physical environments on audience response and appreciation of dramatic performances (Grades 4-5)
PO 1. Discuss appropriate dress and behavior for attending or participating in various activities (e.g., sports, theatre, concert)

3AT-E3. Describe ways in which the principles and subject matter of the curriculum are interrelated with theatre
(Grades 4-5)
PO 1. Dramatize a story from classroom literature
PO 2. Interpret a story poem using musical instruments and movement
PO 3. Dramatize a concept from other subject areas (e.g., math, science) through pantomime, rap, two-voice poems, or other performance medium
PO 4. Improvise a scene, demonstrating a science or social studies concept (e.g., enact a scene about a major scientific figure or a scene demonstrating how a scientific principle solves a problem)

3AT-E4. Analyze how characters change as a result of events in a drama and identify key messages or themes from a dramatic text or performance
(Grades 4-8)
PO 1. Adapt a story to another time and place
PO 2. Explain how and why the dramatic elements (e.g., dialogue, setting, lighting, costuming, acting style) change in an adaptation
PO 3. Create and justify transitions between improvised or scripted scenes in a play

3AT-E5. Explain own personal criteria for evaluating their dramatic work and the work of others by identifying 1) the basic elements of a drama, and 2) the acting and

character dialogue and actions in telling a story
PO 3. Suggest alternative dialogue and/or actions to tell a story or communicate character or movement
PO 4. Suggest vocal techniques (e.g., volume, tempo, range, energy, clarity) that improve communication of character
PO 5. Evaluate how well participants in classroom dramatizations worked together (e.g., listening, accepting ideas of others)

3AT-F5. Explain personal preferences for specific dramatizations
PO 1. Identify a character that one enjoyed and explain one's own reaction
PO 2. Identify and explain why a story, incident, or problem found in a play is interesting

3AT-F6. Compare and contrast art forms by describing theatre, film, television or electronic media productions, using technology as one means of communicating personal ideas in a variety of forums
PO 1. View several dramatic pieces (e.g., an historical/biographical play, fantasy, cartoon) and summarize each story
PO 2. Compare and contrast characters, action, and environment within those productions

process of theatrical design
(Grades 4-8)
PO 1. Interpret the importance of time and place in a story
PO 2. Analyze the interrelationship among character, conflict/problem and resolution
PO 3. Construct a scenario with a definite beginning, middle and ending
PO 4. Evaluate the artistic choices (e.g., dialogue, setting, lighting, costuming, acting style) made in a performance

3AT-E6. Describe and evaluate their sense of the effectiveness of classmates' and others' contributions (e.g., as playwrights, actors, designers, directors) to the collaborative process of improvising, scripting and performing scenes (Grades 4-5)
PO 1. Describe the collaborative roles (e.g., listener, recorder, encourager, questioner) in creating drama
PO 2. Utilize collaboration when creating a theatrical performance
PO 3. Analyze the results of cooperation and collaboration in the creative process

ARIZONA TECHNOLOGY EDUCATION STANDARDS

Standard 1: Fundamental Operations And Concepts	
Students understand the operations and function of technology systems and are proficient in the use of technology.	
Foundations (Grades 1-3)	Essentials (Grades 4-8)
1T-F1. Communicate about internal technology operations using developmentally appropriate and accurate terminology See: Language Arts (VP-F), Science (1SC-F4, PO1-2) and Workplace Skills (1WP-F5)* PO 1. Apply basic vocabulary related to the internal operations of the technology (e.g., disks, drives, RAM, ROM, CD-ROM port, CD-ROM and DVD) **1T-F2.** Demonstrate functional operation of technology components See: Comprehensive Health {Physical Activities} (1PA-F1) and Workplace Skills (7WP-F2) PO 1. Demonstrate correct ergonomic use of technology (e.g., correct posture, position of hands and feet, proper height of keyboard, proper lifting and moving of equipment) PO 2. Use multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) PO 3. Access information sources (e.g., CD-ROMs, encyclopedias, pre-bookmarked Internet sites) PO 4. Communicate electronically, under teacher supervision (e.g., video, audio, e-mail) For Internet safety protocols see Technology 2T-F2, PO1 **1T-F3.** Use developmentally appropriate technology resources to access information and communicate electronically See: Language Arts (VP-F), Mathematics (1M-F7) and Workplace Skills (7WP-F1) PO 1. Operate keyboard and other common input and output devices (including adaptive devices for special needs when necessary) a) Use device in response to software (e.g.,	**1T-E1.** Communicate about technology using developmentally appropriate and accurate terminology See: Language Arts (VP-E)* PO 1. Use basic vocabulary related to technology (e.g., FireWire, USB, parallel, serial, scanning, digitizing, OCR) PO 2. Use basic vocabulary related to systems (e.g., network, infrastructure, Internet, Intranet, LAN, WAN, Ethernet, firewall, server, TCP-IP) **1T-E2.** Demonstrate increasingly sophisticated operation of technology components See: Arts {Music} (1AM-E9-10), Mathematics (1M-E6, 2M-E1), Science (1SC-E2) and Workplace Skills (7WP-E1) PO 1. Use touch-typing strategies to reach a minimum of 25 words per minute with accuracy (e.g., meets school-identified standard for accuracy) PO 2. Retrieve and save information remotely (e.g., network servers, Internet, Intranet, peripheral devices) PO 3. Demonstrate functional operation of technology devices (e.g., presentation devices, digital cameras, scanners, document cameras, scientific probes) (See Technology 3T-E2, PO1) **1T-E3**. When a system is not working properly, demonstrate an understanding of hardware, software and connectivity problem solving processes See: Science (1SC-E1) PO 1. Use troubleshooting strategies to solve applications problems (e.g., file management strategies, online help strategies, documentation, collaboration with others)

point and click, arrow and enter/return keys) b) Use keyboard effectively (e.g., knows locations and function of keys, begins touch-typing strategies by grade three) PO 2. Retrieve and save information (e.g., text documents, digital photos, music, video) PO 3. Print documents, text or image	PO 2. Use troubleshooting strategies to solve basic hardware problems (e.g., use online help, use documentation, collaboration with others) PO 3. Use troubleshooting strategies to identify basic connectivity problems (e.g., use online help, use documentation, collaboration with others)

Standard 2: Social, Ethical And Human Issues
Students understand the social, ethical and human issues related to using technology in their daily lives and demonstrate responsible use of technology systems, information and software.

Foundations (Grades 1-3)	Essentials (Grades 4-8)
2T-F1. Demonstrate respect for other students while using technology See: Social Studies (2SS-F3, PO1-3) PO 1. Describe and practice respect for other students while using technology (e.g., do not duplicate software or documents without authorization; report behaviors that threaten the ability of others to legitimately use resources; allow peers to work uninterrupted; do not erase or damage files, documents or projects)

2T-F2. Practice responsible use of software PO 1. Use equipment appropriately (e.g., use for assignments and school work versus personal pleasure; do not send threats) PO 2. Describe and practice legal and ethical behaviors when using technology (e.g., do not copy, alter, delete or move another person's work) PO 3. Demonstrate and practice safe and correct security procedures (e.g., protect password)

2T-F3. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide See: Comprehensive Health (4CH-F2), Science (3SC-F4), Social Studies (4SS-F2, PO4) PO 1. Describe three-to-five uses of technology in daily life PO 2. Discuss the positive and negative impact of technologies such as television and computers on daily life (e.g., negative health | **2T-E1.** Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use See: Comprehensive Health (4CH-E3), Science (2SC-E2) and Social Studies (2SS-E2, PO1, 2SS-E5, PO1, 2SS-E7, PO1) PO 1. Explain the purpose of an Acceptable Use Agreement/Policy and the consequences of inappropriate use PO 2. Describe and practice safe Internet/Intranet usage (e.g., do not post inappropriate or harmful material; do not reveal personal information; follow district Acceptable Use Policy) PO 3. Describe and practice "netiquette" when using the Internet and electronic mail (e.g., publish photographs of people only with their permission)

2T-E2. Exhibit legal and ethical behaviors when using technology and information and discuss consequences of misuse PO 1. Follow the rules for deciding when permission is needed for using the work of others, (e.g., some sites specify whether permission is required or not, some work is in public domain) PO 2. Obtain permission to use the work of others (See Technology 5T-E2, PO3) PO 3. Provide complete citations from electronic media (e.g., use age-level appropriate, district developed standardized reference formats for citing source of |

impact; safe Internet use, such as knowing what information is safe to share when using e-mail, "talking" to strangers)	information) (See Technology 5T-E2, PO5) PO 4. Explain copyright laws and "fair use" guidelines (e.g., in relationship to print, video, computer software, multimedia project, music) PO 5. Describe copyright guidelines1 for multimedia creation and Internet development PO 6. State personal consequences (e.g., fines, loss of privileges, grade reduction, academic probation) related to violations of: a) Copyright (e.g., sheet music, prerecorded music, print, video, images) b) Password security c) Privacy (e.g., student files on a network, floppy disk and hard drive) d) Internet usage (e.g., inappropriate postings, accessing inappropriate material) PO 7. Discuss the negative impact of unauthorized intrusions into networked data and describe actions to prevent these intrusions **2T-E3.** Demonstrate knowledge of current changes in technologies and the effect those changes have on the workplace and society See: Comprehensive Health (4CH-E2) and Social Studies (3SS-E6, PO8, 3SS-E7, PO5) PO 1. Compare information technologies from past to present and describe the implications of computer power doubling every 18 months (Moore's Law) (e.g., size, speed, cost) PO 2. Describe the impact of technology use on individuals at home and in the workplace (e.g., computer has replaced the TV for some individuals; free time is spent using technology versus outdoor activities; jobs have been created and/or eliminated due to technological advances; possible infringement of privacy) PO 3. Discuss the social implications of the "digital divide" (e.g., homes and schools with much technology and connectivity versus those with less or none)

Standard 3: Technology Productivity Tools Students use technology tools to enhance learning, to increase productivity and creativity, and to construct technology-enhanced models, prepare publications and produce other creative works.	
Foundations (Grades 1-3)	Essentials (Grades 4-8)
3T-F1. Use prescribed technology writing or drawing tools for communicating and illustrating See: Language Arts (W-F1, PO5), Science (6SC-F7) and Social Studies (1SS-F1) PO 1. Use word processing to create a document and, where developmentally appropriate, use editing tools PO 2. Insert a graphic into a word processing document **3T-F2**. Use prescribed technology tools for data collection and basic analysis See: Mathematics 2M-F1 and 2M-F2) PO 1. Use a spreadsheet or database application to perform simple data analysis (e.g., comparisons, collections, graphs and charts) **3T-F3**. Use prescribed technology tools for publishing and presenting information PO 1. Use a pre-designed template or stationery to publish a document (e.g., newsletter, slide show, greeting card, certificate) PO 2. Create a multimedia product with support from teachers, family or student partners (e.g., slide show, hyperstack, video)	**3T-E1.** Use formatting capabilities of technology tools for communicating and illustrating See: Language Arts (W-F1, PO5) PO 1. Use word processing editing tools to revise a document (e.g., cut and paste, tabs and margins, font size, font style, delete and undo, selecting, spell check, click and drag) PO 2. Design a word processing document with graphical elements (e.g., clip art, digital photographs, symbols, using text wrap, cropping, sizing, drawing tools) **3T-E2**. Use a variety of technology tools for data collection and analysis See: Mathematics (5M-E6) and Social Studies (1SS-E8, PO1) PO 1. Use technology device(s) to collect and record data (e.g., science probe, graphing calculator, PDA {personal digital assistant}, alternative keyboards, webcams, GPS and Internet) PO 2. Create and use a spreadsheet to analyze data (e.g., use formulas, create charts and graphs) PO 3. Create a database with multiple fields to manipulate data in a variety of ways (e.g., sort, merge, list and report) **3T-E3.** Publish and present information using technology tools See: Science (1SC-E3, PO2 grades 4-5, or PO1, grades 6-8) PO 1. Design and create a multimedia presentation or Web page using multiple digital sources (e.g., from camera, video, scanner, CD-ROM, Internet) PO 2. Publish or present the above production (See Technology 4T-E2, PO1 or 4T-E3) **3T-E4.** Use technology tools to support system analysis and modeling

	See: Mathematics (2M-E5,6M-E1), Science (1SC-E2, E5) and Workplace Skills(6WP-E1) PO 1. Manipulate several variables in a computer simulation to reach a desired outcome (e.g., simulation software, Web-based simulation, textbook support software)

Standard 4: Technology Communications Tools
Building on productivity tools, students will collaborate, publish, and interact with peers, experts and other audiences using telecommunications and media.

Foundations (Grades 1-3)	Essentials (Grades 4-8)
4T-F1. Communicate with others using telecommunications, with support from teachers, family members or student partners See: Language Arts (W-F4) PO 1. Communicate information electronically with support from teachers, family members or student partners (e.g., e-mail, videoconferencing, Web page) **4T-F2.** Use technology tools for individual and collaborative communication activities to share products with audiences inside and outside the classroom See: Language Arts (W-F1) PO 1. Plan, design, and present an academic product to classroom or community (e.g., slide show, progressive story, drawings, story illustrations, video production, digital images)	**4T-E1.** Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning See: Language Arts (W-E3-E6) PO 1. Communicate independently via e-mail, Internet, and/or videoconference with people in a remote location (For Internet safety see Technology 2T-E1) **4T-E2.** Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom See: Language Arts (W-E2-E7, LS-E) PO 1. Plan, design and present an academic product using technology tools (e.g., multi-media authoring, presentation software, digital cameras, scanners, projection devices) **4T-E3.** Collaboratively use telecommunications and online resources See: Arts {Theatre} (2AT-E1) and Social Studies (1SS-E8, PO2, grades 6-8) (For Internet safety issues see Technology 2T-E1) PO 1. Request collaborative exchanges among people in local and/or remote locations (e.g., e-mail, online discussions, Web environments) PO 2. Communicate electronically to collaborate with experts, peers and others to analyze data and/or develop an academic product (e.g., e-mail, discussion group, videoconferencing)

	PO 3. Present an academic product to share data and/or solutions (e.g., Web site, multimedia presentation, video)

Standard 5: Technology Research Tools	
Note: The performance objectives described in Standard 5 rely upon the mastery of skills and understanding of concepts from Standards 1-4 of this document	
Foundations (Grades 1-3)	Essentials (Grades 4-8)
Students will utilize technology-based research tools to locate and collect information pertinent to the task as well as evaluate and analyze information from a variety of sources. **5T-F1.** Recognize electronic information sources See: Arts {Theatre} (2AT-F1), Language Arts (W-F5) and Workplace Skills (7WP-E2) PO 1. Identify potential sources of information about a topic (e.g., video or cassette tapes, Web pages, CD-ROMs) PO 2. Locate information in a resource selected by the teacher (e.g., Web page, CD-ROM)	**5T-E1.** Locate information from electronic resources See: Arts {Theatre} (2AT-E4), Language Arts (W-E8) and Mathematics (2M-E1, PO1) PO 1. Identify electronic research resources PO 2. Define subject searching and devise a search strategy to locate information using available electronic research resources (i.e., electronic card catalog, online or CD-ROM reference sources, grade level appropriate Internet resources) PO 3. Explain the difference between subject and keyword searching PO 4. Construct keyword searches including basic Boolean logic using available electronic research resources (i.e., electronic card catalog, online or CD-ROM reference sources and grade level appropriate Internet resources) PO 5. Identify the author, copyright date and publisher of information located in electronic resources, including Internet resources **5T-E2**. Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources See: Social Studies (1SS-E1, PO2 and 1SS-E8, PO5-6) PO 1. Create citations for electronic research sources following a prescribed format (See Technology 2T-E2,PO2) PO 2. Gather research from a variety of electronic sources and identify the most appropriate information for answering the research question (See Technology 5T-D2, PO2) PO 3. Obtain permission, when appropriate, to use the work of others (See Technology 2T-E2, PO3)

	PO 4. Identify the components of a URL to determine the source of the information PO 5. Identify the author of the information found from electronic resources and determine whether the author is an authority, displays bias and is a primary or secondary source

Standard 6: Technology As A Tool For Problem Solving And Decision-Making
Students use technology to make and support decisions in the process of solving real-world problems.
Note: Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience

Foundations (Grades 1-3)	Essentials (Grades 4-8)
6T-F1. Use technology resources for problem solving, self-directed learning and extended learning activities See: Science 3SC in its entirety and Workplace Skills 3WP in its entirety PO 1. Based on a class-defined problem, use technology to: a) collect data b) interpret data c) express a solution to the problem PO 2. Based on a problem selected by the student, use technology to: a) collect data b) interpret data c) express a solution to the problem	**6WP-E1.** Identify the factors impacting the level of effectiveness of systems PO 1. Define a system PO 2. Identify numerous systems that impact students' daily lives PO 3. Compare how systems vary in effectiveness PO 4. Identify how factors influence the effectiveness of a system

ARIZONA WORKPLACE SKILLS STANDARDS

Standard 1
Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.

Foundations (Grades 1-3)	Essentials (Grades 4-8)
1WP-F1. Describe how the five senses are used in communications PO 1. Identify the five senses PO 2. Provide examples of each sense in action	**1WP-E1.** Deliver a speech clearly, with expression and in an organized fashion, making eye contact with audience, and convey the message through nonverbal as well as verbal communications PO 1. Prepare a coherent speech with an introduction, body, and conclusion PO 2. Present verbal and non-verbal forms of communication in presenting the speech PO 3. Select a variety of forms of print and non-print material to convey the message
1WP-F2. Respond to oral presentations by formulating relevant questions and opinions and summarizing accurately PO 1. Recognize the content of an oral presentation PO 2. Ask questions relating to content PO 3. State opinions relating to content PO 4. Develop summary of relevant content	
1WP-F3. Apply critical listening skills (e.g., listening for content, long-term contexts, emotional meaning, following directions) PO 1. Listen effectively PO 2. Analyze/evaluate orally received information PO 3. Respond appropriately	**1WP-E2.** Describe communications practices used with sensory-impaired individuals PO 1. Describe more than one way to communicate with a visually-impaired individual PO 2. Describe more than one way to communicate with a hearing-impaired individual
1WP-F4. Listen to an oral presentation, evaluate, and express an opinion orally PO 1. Recognize the content of an oral presentation PO 2. Develop summary of relevant content	**1WP-E3.** Demonstrate correct grammar and punctuation in writing PO 1. Spell correctly PO 2. Punctuate correctly (e.g., sentence endings, commas, semicolons, colons) PO 3. Apply rules of capitalization correctly (e.g., sentence beginnings, titles, abbreviations, proper nouns)
1WP-F5. Share ideas, opinions and information with a group, choosing vocabulary that communicates messages clearly, precisely and effectively PO 1. Participate in groups PO 2. Speak to a group PO 3. Share writing with a group	PO 4. Apply standard grammar and usage (e.g., subject/verb agreement, simple and compound sentence, appropriate verb tenses, plurals) PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound, complex)
1WP-F6. Write communications that have a definite audience and clear purpose, are well organized, and use appropriate conjunctions and	**1WP-E4.** Respond to oral and written presentations by formulating relevant feedback, expressing opinions, discerning the main idea

transition words to tie ideas together

1WP-F7. Determine the main idea or essential message of a text
PO 1. Identify the main idea and relevant facts in a reading selection
PO 2. Sequence a series of events from a reading selection
PO 3. Compare characters (e.g., traits, roles, similarities, differences) in a reading selection
PO 4. Identify the author's main purpose (e.g., to inform, to entertain, to persuade, to describe) in a reading selection

and distinguishing fact from opinion
PO 1. Summarize main ideas of an oral or written presentation
PO 2. Differentiate between facts and opinions in a presentation (Grades 6-8)
PO 3. Formulate related questions in a presentation
PO 4. Express opinions relating to the main idea in a presentation

1WP-E5. Interpret, clarify, and evaluate a presenter's point of view
PO 1. Explain the presenter's point of view (Grades 4-5)
PO 2. Compare the presenter's point of view with personal point of view

1WP-E6. Speak in a content area (e.g., science, social studies, literature), using vocabulary of the subject accurately; locate and interpret information in documents such as manuals, graphs, and schedules
PO 1. Deliver a factual presentation using appropriate terminology
PO 2. Use a variety of formats such as data, graphs and technical manuals to support a presentation

1WP-E7. Identify the relevant details and facts of written materials
PO 1. Identify the purpose of written material and response expected from reader
PO 2. Identify relevant facts contained in selected written material

1WP-E8. Write formal communications that have a definite audience and clear purpose; contain no gaps, omissions or assumptions which impede comprehension; and follow the proper form whether it be a personal or business letter, message, memo, manual directions or applications
PO 1. Write a formal communication in an appropriate format for a specific audience and purpose
PO 2. Organize ideas in a meaningful sequence

	using transitional words or phrases PO 3. Write ideas that are clear and directly related to the topic

Standard 2

Students apply computation skills and data analysis techniques to make decisions and solve workplace problems.

Foundations (Grades 1-3)	Essentials (Grades 4-8)
Note: The Foundations Level is central to preparation for the workplace and is adequately covered in the Mathematics Standards document. The Proficiency and Distinction Levels include additional references to what students need to know and do as it relates to the workplace. **2M-F1.** Collect and analyze data using the concepts of largest, smallest, almost often, least often and middle PO 1. Collect and record data from surveys (e.g., favorite color or food, height, ages) or experiments PO 2. Organize (e.g., sorting, sequencing, tallying) information from surveys or experiments PO 3. Identify largest, smallest, most often recorded (i.e., mode), least often and middle (i.e., median) using sorted data PO 4. Formulate questions from organized data	*Note: The Essentials Level is central to preparation for the workplace and is adequately covered in the Mathematics Standards document. The Proficiency and Distinction Levels include additional references to what students need to know and do as it relates to the workplace.* **2WP-E1**. Apply math Strands 1-5 to a variety of workplace scenarios

Standard 3

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

Foundations (Grades 1-3)	Essentials (Grades 4-8)
3WP-F1. Address a specific problem by specifying their goals, devising alternative solutions, considering the risks of each and choosing the best course of action PO 1. Apply problem solving techniques to determine a solution PO 2. Identify methods of initiating change PO 3. Define a variety of creative thinking skills PO 4. Practice a variety of creative thinking skills to identify potential solutions to workplace issues	**3WP-E1.** Utilize information acquired from several sources and transfer information learned in one situation to another PO 1. Research a designated topic using a wide array of information sources PO 2. Analyze the information obtained from the research PO 3. Classify the information obtained from the research PO 4. Compare the information to a new situation

PO 5. Identify the need for data, obtaining it from existing sources such as the library, online databases or field research PO 6. Describe possible solutions to a variety of problems **3WP-F2.** Identify methods for initiating change PO 1. Give examples of methods to initiate change **3WP-F3.** Define a variety of creative thinking skills PO 1. Use creative thinking skills in a variety of situations **3WP-F4.** Practice a variety of creative thinking skills to identify potential solutions to workplace issues PO 1. Identify ways of using creative thinking skills PO 2. Apply creative thinking skills to solve workplace issues **3WP-F5.** Identify the need for data, obtaining it from existing sources such as the library, on-line databases or field research PO 1. Define data, database, library and data sources, and field research PO 2. Apply data from existing sources, such as the library, on-line database and field research **3WP-F6.** Describe possible solutions to a variety of problems PO 1. Identify possible solutions to a variety of problems PO 2. Apply problem solving techniques to determine a solution	**3WP-E2.** Devise and implement a plan of action by specifying goals and constraints PO 1. Define goals and objectives PO 2. Develop appropriate time line PO 3. Identify constraints to achieving goals PO 4. Identify resources needed to accomplish goals PO 5. Develop criteria to evaluate plan of action **3WP-E3.** Generate alternatives, consider risks, evaluate and choose solutions PO 1. Select from possible solutions in a designated scenario PO 2. Evaluate possible solutions in a designated scenario PO 3. Identify risks in a designated scenario PO 4. Assess risks and risk factors in a designated scenario **3WP-E4.** Monitor progress and make adjustment to meet stated objectives PO 1. Identify activities for given objectives PO 2. Designate assessment tasks to measure progress towards objectives PO 3. Evaluate progress towards objective PO 4. Revise activities when necessary to achieve objective **3WP-E5.** Reflect on the action taken to determine what has been gained, lost or achieved PO 1. Evaluate what has been gained, lost or achieved **3WP-E6.** Identify a need for data, obtain it and develop a validation instrument for determining its accuracy PO 1. Compare the results with the criteria for accuracy PO 2. Collect data to analyze workplace problems

Standard 4
Students work individually and collaboratively within team settings to accomplish objectives.

Foundations (Grades 1-3)	Essentials (Grades 4-8)

4WP-F1. Understand and demonstrate the importance of dependability, trustworthiness, productivity and initiative in all areas of life and when interacting with others PO 1. Demonstrate characteristics of positive behavior PO 2. Identify roles of team members PO 3. Interact collaboratively to obtain team results **4WP-F2.** Identify the difference between decisions and accomplishments made by individuals and groups PO 1. Compare individual versus group decisions PO 2. Compare individual versus group accomplishments **4WP-F3.** Demonstrate teamwork skills by contributing ideas, suggestions and effort; resolving conflicts; and handling peer pressure PO 1. Demonstrate skills necessary for positive group dynamics **4WP-F4.** Recognize and participate in leadership roles PO 1. Describe leadership PO 2. Give examples of leadership roles PO 3. Practice leadership roles	**4WP-E1.** Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns PO 1. Identify characteristics of mutual trust PO 2. Identify characteristics of mutual respect PO 3. Describe ways to build mutual trust and respect PO 4. Design action plan for negotiating concerns **4WP-E2.** Analyze the difference between individual and group decisions and accomplishments PO 1. Identify the characteristics of individual decisions and accomplishments PO 2. Identify the characteristics of group decisions and accomplishments PO 3. Compare the characteristics of individual and group decisions and accomplishments **4WP-E3.** Exert a high level of effort and perseverance toward goal attainment, as a team member PO 1. Identify the team goal PO 2. Identify the team member roles and responsibilities PO 3. Develop tool to measure effort and perseverance of individual team members **4WP-E4.** Assume leadership roles in team settings PO 1. Define leadership skills PO 2. Examine self roles/skills in a group setting PO 3. Demonstrate leadership roles/skills in a group PO 4. Develop a tool to evaluate the roles/skills of self and group

Standard 5		
Students will demonstrate a set of marketable skills that enhance career options.		
Foundations (Grades 1-3)	Essentials (Grades 4-8)	
5WP-F1. Explore areas of interests and possible work choices PO 1. Define "areas of interest" PO 2. Describe work choices	**5WP-E1.** Evaluate areas of interest and/or potential career choices PO 1. Identify areas of interest (e.g., personal, career)	

PO 3. Discuss how interests can relate to work choices **5WP-F2.** Demonstrate ability to make decisions which contribute to a productive school and work ethic PO 1. Demonstrate being dependable, trustworthy, and productive while at school PO 2. Practice decision-making process **5WP-F3.** Demonstrate basic academic skills in reading, writing, listening, speaking and mathematics	PO 2. Evaluate individual skills PO 3. Evaluate a variety of potential career choices **5WP-E2.** Demonstrate work ethics and behaviors for success as defined by school and community PO 1. Identify characteristics of work ethics and behavior as defined by school and community PO 2. Demonstrate identified work ethics and behaviors in your school and community **5WP-E3.** Demonstrate the connection between academic skills and career pathways by identifying required education and training to achieve career choice(s) PO 1. Identify academic preparation necessary for a variety of careers **5WP-E4.** Identify careers which capitalize on individual strengths and interests PO 1. Identify areas of interest (e.g., personal, career) PO 2. Evaluate individual skills PO 3. Evaluate a variety of potential career choices **5WP-E5.** Apply the basic academic skills to develop a resume, job application and interviewing techniques PO 1. Develop a resume PO 2. Complete a job application PO 3. Participate in the interview process

Standard **6** Students illustrate how social, organizational and technological systems function. Definition: A system equals an organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the entire operation. Examples of systems are social (e.g., family, school) and technological (e.g., local area network, telephone).	
Foundations (Grades 1-3)	Essentials (Grades 4-8)
6WP-F1. Identify the components and how they fit together in community and social systems PO 1. Discuss the relationship between systems	**6WP-E1.** Identify the factors impacting the level of effectiveness of systems PO 1. Define a system PO 2. Identify numerous systems that impact

in the community (e.g., family, school, social, technological)	students' daily lives PO 3. Compare how systems vary in effectiveness PO 4. Identify how factors influence the effectiveness of a system

Standard 7

Students demonstrate technological literacy for productivity in the workplace.

Foundations (Grades 1-3)	Essentials (Grades 4-8)
7WP-F1. Identify the many uses of technology PO 1. Give examples of the many uses of technology **7WP-F2.** Use technology to access information, demonstrating basic computer skills (e.g., pull-down menus, icons, passwords, key word searches) PO 1. Define/discuss/give examples of technology PO 2. Operate developmentally appropriate technologies to access information	**7WP-E1.** Demonstrate basic computer operation skills in a variety of applications to organize information PO 1. Use technology to retrieve, organize and manipulate electronic information using media such as CD-ROM, videodisks and telecommunication systems **7WP-E2.** Use technology to organize information resources such as library and interlibrary catalog databases PO 1. Use organizational features of electronic information (e.g., microfiche headings and numbering; headings for accessing nested information in hypertext media, electronic media, library, interlibrary catalog databases)

Standard 8

Students apply principles of resource management and develop skills that promote personal and professional well-being.

Foundations (Grades 1-3)	Essentials (Grades 4-8)
8WP-F1. Understand the relationship between the goal-setting process and the allocation of time, money, material and human resources PO 1. Define/discuss relationship between goal-setting and allocation of resources **8WP-F2.** Plan class time to accomplish schoolwork goals PO 1. Plan class time to accomplish schoolwork goals	**8WP-E1.** Set and prioritize a set of balanced goals related to school, home, education, and career planning and allocate sufficient time, materials and resources to each task PO 1. Define a personal/professional goal PO 2. Create personal/academic goals PO 3. Develop a community service goal PO 4. Develop a time management program **8WP-E2.** Describe the importance of balancing home, school and community activities to reduce stress PO 1. Define personal stress factors PO 2. Identify how home, school, community activities can affect stress

NATIONAL CAREER DEVELOPMENT GUIDELINES

PERSONAL SOCIAL DEVELOPMENT DOMAIN
Goal PS1: Develop understanding of yourself to build and maintain a positive self-concept.

PS1.K 1   Identify your interests, likes, and dislikes.

PS1.A 1   Demonstrate behavior and decisions that reflect your interests, likes and dislikes.

PS1.R 1   Assess how your interests and preferences are reflected in your career goals.

PS1.K 2   Identify your abilities, strengths, skills, and talents.

PS1.A 2   Demonstrate use of your abilities, strengths, skills, and talents.

PS1.R 2   Assess the impact of your abilities, strengths, skills, and talents on your career development.

PS1.K 3   Identify your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).

PS1.A 3   Give examples of when you demonstrated positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).

PS1.R 3   Assess the impact of your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty) on your career development.

PS1.K 4   Identify your work values/needs.

PS1.A 4   Demonstrate behavior and decisions that reflect your work values/needs.

PS1.R 4   Assess how your work values/needs are reflected in your career goals.

PS1.K 5   Describe aspects of your self-concept.

PS1.A 5   Demonstrate a positive self-concept through your behaviors and attitudes.

PS1.R 5   Analyze the positive and negative aspects of your self-concept.

PS1.K 6   Identify behaviors and experiences that help to build and maintain a positive self-concept.

PS1.A 6   Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.

PS1.R 6   Evaluate the affect of your behaviors and experiences on building and maintaining a positive self-concept.

PS1.K 7   Recognize that situations, attitudes, and the behaviors of others affect your self-concept.

PS1.A 7   Give personal examples of specific situations, attitudes, and behaviors of others that affected your self-concept.

PS1.R 7   Evaluate the affect of situations, attitudes, and the behaviors of others on your self-concept.

PS1.K 8   Recognize that your behaviors and attitudes affect the self-concept of others.

PS1.A 8   Show how you have adopted behaviors and attitudes to positively affect the self-concept of others.

PS1.R 8   Analyze how your behaviors and attitudes might affect the self-concept of others.

PS1.K 9   Recognize that your self-concept can affect educational achievement (i.e., performance) and/or success at work.

PS1.A 9   Show how aspects of your self-concept could positively or negatively affect educational achievement (i.e., performance) and/or success at work.

PS1.R 9   Assess how your self-concept affects your educational achievement (performance) and/or success at work.

PS1.K 10 Recognize that educational achievement (performance) and/or success at work can affect your self-concept.

PS1.A 10 Give personal examples of how educational achievement (performance) and/or success at work affected your self-concept.

PS1.R 10 Assess how your educational achievement (performance) and/or success at work affect your self-concept.

Goal PS2: Develop positive interpersonal skills including respect for diversity.

PS2.K 1 Identify effective communication skills.

PS2.A 1 Demonstrate effective communication skills.

PS2.R 1 Evaluate your use of effective communication skills.

PS2.K 2 Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.

PS2.A 2 Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.R 2 Assess the degree to which you interact with others in a way that is honest, fair, helpful, and respectful.

PS2.K 3 Identify positive social skills (e.g., good manners and showing gratitude).

PS2.A 3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).

PS2.R 3 Evaluate how your positive social skills (e.g., good manners and showing gratitude) contribute to effective interactions with others.

PS2.K 4 Identify ways to get along well with others and work effectively with them in groups.

PS2.A 4 Demonstrate the ability to get along well with others and work effectively with them in groups.

PS2.R 4 Evaluate your ability to work effectively with others in groups.

PS2.K 5 Describe conflict resolution skills.

PS2.A 5 Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.

PS2.R 5 Analyze the success of your conflict resolution skills.

PS2.K 6 Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.

PS2.A 6 Give examples of times when your behavior was appropriate and times when your behavior was inappropriate in specific school, social, and work situations.

PS2.R 6 Assess the consequences of appropriate or inappropriate behavior in specific school, social, and work situations.

PS2.K 7 Identify sources of outside pressure that affect you.

PS2.A 7 Demonstrate the ability to handle outside pressure on you.

PS2.R 7 Analyze the impact of outside pressure on your behavior.

PS2.K 8 Recognize that you should accept responsibility for your behavior.

PS2.A 8 Demonstrate that you accept responsibility for your behavior.

PS2.R 8 Assess the degree to which you accept personal responsibility for your behavior.

PS2.K 9 Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.

PS2.A 9   Demonstrate knowledge about, respect for, openness to, and appreciation for all kinds of human diversity.

PS2.R 9   Assess how you show respect for all kinds of human diversity.

PS2.K 10 Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

PS2.A 10 Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

PS2.R 10 Analyze the impact of your ability to interact positively with diverse groups of people on your learning and academic achievement.

PS2.K1 1 Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment.

PS2.A1 1 Explain how the ability to interact positively with diverse groups of people is often essential to maintain employment.

PS2.R1 1 Analyze the impact of your ability to interact positively with diverse groups of people on your employment.

Goal PS3: Integrate personal growth and change into your career development.

PS3.K 1   Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.

PS3.A 1   Give examples of how you have grown and changed (e.g., physically, emotionally, socially, and intellectually).

PS3.R 1   Analyze the results of your growth and changes throughout life to determine areas of growth for the future.

PS3.K 2   Identify good health habits (e.g., good nutrition and constructive ways to manage stress).

PS3.A 2   Demonstrate how you have adopted good health habits.

PS3.R 2   Assess the impact of your health habits on your career development.

PS3.K 3   Recognize that your motivations and aspirations are likely to change with time and circumstances.

PS3.A 3   Give examples of how your personal motivations and aspirations have changed with time and circumstances.

PS3.R 3   Assess how changes in your motivations and aspirations over time have affected your career development.

PS3.K 4   Recognize that external events often cause life changes.

PS3.A 4   Give examples of external events that have caused life changes for you.

PS3.R 4   Assess your strategies for managing life changes caused by external events.

PS3.K 5   Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources.

PS3.A 5   Demonstrate the ability to seek assistance (e.g., with problems at school or work) from appropriate resources including other people.

PS3.R 5   Assess the effectiveness of your strategies for getting assistance (e.g., with problems at school or work) from appropriate resources including other people.

PS3.K 6   Recognize the importance of adaptability and flexibility when initiating or responding to change.

PS3.A 6   Demonstrate adaptability and flexibility when initiating or responding to change.

PS3.R 6   Analyze how effectively you respond to change and/or initiate change.

Goal PS4: Balance personal, leisure, community, learner, family, and work roles.

PS4.K 1   Recognize that you have many life roles (e.g., personal, leisure, community,

learner, family, and work roles).
PS4.A 1   Give examples that demonstrate your life roles including personal, leisure, community, learner, family, and work roles.
PS4.R 1   Assess the impact of your life roles on career goals.
PS4.K 2   Recognize that you must balance life roles and that there are many ways to do it.
PS4.A 2   Show how you are balancing your life roles.
PS4.R 2   Analyze how specific life role changes would affect the attainment of your career goals.
PS4.K 3   Describe the concept of lifestyle.
PS4.A 3   Give examples of decisions, factors, and circumstances that affect your current lifestyle.
PS4.R 3   Analyze how specific lifestyle changes would affect the attainment of your career goals.
PS4.K 4   Recognize that your life roles and your lifestyle are connected.
PS4.A 4   Show how your life roles and your lifestyle are connected.
PS4.R 4   Assess how changes in your life roles would affect your lifestyle.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN
Goal ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.
ED1.K 1   Recognize the importance of educational achievement and performance to the attainment of personal and career goals.
ED1.A 1   Demonstrate educational achievement and performance levels needed to attain your personal and career goals.
ED1.R 1   Evaluate how well you have attained educational achievement and performance levels needed to reach your personal and career goals.
ED1.K 2   Identify strategies for improving educational achievement and performance.
ED1.A 2   Demonstrate strategies you are using to improve educational achievement and performance.
ED1.R 2   Analyze your educational achievement and performance strategies to create a plan for growth and improvement.
ED1.K 3   Describe study skills and learning habits that promote educational achievement and performance.
ED1.A 3   Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.
ED1.R 3   Evaluate your study skills and learning habits to develop a plan for improving them.
ED1.K 4   Identify your learning style.
ED1.A 4   Show how you are using learning style information to improve educational achievement and performance.
ED1.R 4   Analyze your learning style to develop behaviors to maximize educational achievement and performance.
ED1.K 5   Describe the importance of having a plan to improve educational achievement and performance.
ED1.A 5   Show that you have a plan to improve educational achievement and performance.

ED1.R 5   Evaluate the results of your plan for improving educational achievement and performance.

ED1.K 6   Describe how personal attitudes and behaviors can impact educational achievement and performance.

ED1.A 6   Exhibit attitudes and behaviors that support educational achievement and performance.

ED1.R 6   Assess how well your attitudes and behaviors promote educational achievement and performance.

ED1.K 7   Recognize that your educational achievement and performance can lead to many workplace options.

ED1.A 7   Show how your educational achievement and performance can expand your workplace options.

ED1.R 7   Assess how well your educational achievement and performance will transfer to the workplace.

ED1.K 8   Recognize that the ability to acquire and use information contributes to educational achievement and performance.

ED1.A 8   Show how the ability to acquire and use information has affected your educational achievement and performance.

ED1.R 8   Assess your ability to acquire and use information in order to improve educational achievement and performance.

Goal ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

ED2.K 1   Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.

ED2.A 1   Show how lifelong learning is helping you function effectively in a diverse and changing economy.

ED2.R 1   Judge whether or not you have the knowledge and skills necessary to function effectively in a diverse and changing economy.

ED2.K 2   Recognize that viewing yourself as a learner affects your identity.

ED2.A 2   Show how being a learner affects your identity.

ED2.R 2   Analyze how specific learning experiences have affected your identity.

ED2.K 3   Recognize the importance of being an independent learner and taking responsibility for your learning.

ED2.A 3   Demonstrate that you are an independent learner.

ED2.R 3   Assess how well you function as an independent learner.

ED2.K 4   Describe the requirements for transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary).

ED2.A 4   Demonstrate the knowledge and skills necessary for transition from one learning level to the next (e.g., middle to high school, high school to postsecondary).

ED2.R 4   Analyze how your knowledge and skills affect your transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary).

ED2.K 5   Identify types of ongoing learning experiences available to you (e.g., two- and four-year colleges, technical schools, apprenticeships, the military on-line courses, and on-the-job training).

ED2.A 5   Show how you are preparing to participate in ongoing learning experiences

(e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training).

ED2.R 5 Assess how participation in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training) affects your personal and career goals.

ED2.K 6 Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).

ED2.A 6 Demonstrate participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) that help you function effectively in a diverse and changing economy.

ED2.R 6 Evaluate how participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) affects your ability to function effectively in a diverse and changing economy.

ED2.K 7 Describe informal learning experiences that contribute to lifelong learning.

ED2.A 7 Demonstrate participation in informal learning experiences.

ED2.R 7 Assess, throughout your life, how well you integrate both formal and informal learning experiences.

CAREER MANAGEMENT DOMAIN

Goal CM1: Create and manage a career plan that meets your career goals.

CM1.K 1 Recognize that career planning to attain your career goals is a lifelong process.

CM1.A 1 Give examples of how you use career-planning strategies to attain your career goals.

CM1.R 1 Assess how well your career planning strategies facilitate reaching your career goals.

CM1.K 2 Describe how to develop a career plan (e.g., steps and content).

CM1.A 2 Develop a career plan to meet your career goals.

CM1.R 2 Analyze your career plan and make adjustments to reflect ongoing career management needs.

CM1.K 3 Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).

CM1.A 3 Demonstrate actions taken to attain your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).

CM1.R 3 Re-examine your career goals and adjust as needed.

CM1.K 4 Identify skills and personal traits needed to manage your career (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).

CM1.A 4 Demonstrate career management skills and personal traits (e.g., resiliency, self efficacy, ability to identify trends and changes, and flexibility).

CM1.R 4 Evaluate your career management skills and personal traits (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).

CM1.K 5 Recognize that changes in you and the world of work can affect your career plans.

CM1.A 5 Give examples of how changes in you and the world of work have caused you to adjust your career plans.

CM1.R 5 Evaluate how well you integrate changes in you and the world of work into your career plans.

Goal CM2: Use a process of decision-making as one component of career development.
      CM2.K 1 Describe your decision- making style (e.g., risk taker, cautious).
      CM2.A 1 Give examples of past decisions that demonstrate your decision-making style.
      CM2.R 1 Evaluate the effectiveness of your decision-making style.
      CM2.K 2 Identify the steps in one model of decision-making.
      CM2.A 2 Demonstrate the use of a decision-making model.
      CM2.R 2 Assess what decision-making model(s) work best for you.
      CM2.K 3 Describe how information (e.g., about you, the economy, and education programs) can improve your decision-making.
      CM2.A 3 Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions.
      CM2.R 3 Assess how well you use information (e.g., about you, the economy, and education programs) to make decisions.
      CM2.K 4 Identify alternative options and potential consequences for a specific decision.
      CM2.A 4 Show how exploring options affected a decision you made.
      CM2.R 4 Assess how well you explore options when making decisions.
      CM2.K 5 Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.
      CM2.A 5 Show how personal priorities, culture, beliefs, and work values are reflected in your decisions.
      CM2.R 5 Evaluate the affect of personal priorities, culture, beliefs, and work values in your decision-making.
      CM2.K 6 Describe how education, work, and family experiences might impact your decisions.
      CM2.A 6 Give specific examples of how your education, work, and family experiences have influenced your decisions.
      CM2.R 6 Assess the impact of your education, work, and family experiences on decisions.
      CM2.K 7 Describe how biases and stereotypes can limit decisions.
      CM2.A 7 Give specific examples of how biases and stereotypes affected your decisions.
      CM2.R 7 Analyze the ways you could manage biases and stereotypes when making decisions.
      CM2.K 8 Recognize that chance can play a role in decision-making.
      CM2.A 8 Give examples of times when chance played a role in your decision-making.
      CM2.R 8 Evaluate the impact of chance on past decisions.
      CM2.K 9 Recognize that decision-making often involves compromise.
      CM2.A 9 Give examples of compromises you might have to make in career decision-making.
      CM2.R 9 Analyze the effectiveness of your approach to making compromises.
Goal CM3: Use accurate, current, and unbiased career information during career planning and management.
      CM3.K 1 Describe the importance of career information to your career planning.
      CM3.A 1 Show how career information has been important in your plans and how it can be used in future plans.
      CM3.R 1 Assess the impact of career information on your plans and refine plans so that they reflect accurate, current, and unbiased career information.
      CM3.K 2 Recognize that career information includes occupational, education and training,

employment, and economic information and that there is a range of career information resources available.

CM3.A 2   Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.

CM3.R 2   Evaluate how well you integrate occupational, educational, economic, and employment information into the management of your career.

CM3.K 3   Recognize that the quality of career information resource content varies (e.g., accuracy, bias, and how up-to-date and complete it is).

CM3.A 3   Show how selected examples of career information are biased, out-of-date, incomplete, or inaccurate.

CM3.R 3   Judge the quality of the career information resources you plan to use in terms of accuracy, bias, and how up-to-date and complete it is.

CM3.K 4   Identify several ways to classify occupations.

CM3.A 4   Give examples of how occupational classification systems can be used in career planning.

CM3.R 4   Assess which occupational classification system is most helpful to your career planning.

CM3.K 5   Identify occupations that you might consider without regard to your gender, race, culture, or ability.

CM3.A 5   Demonstrate openness to considering occupations that you might view as nontraditional (i.e., relative to your gender, race, culture, or ability).

CM3.R 5   Assess your openness to considering non-traditional occupations in your career management.

CM3.K 6   Identify the advantages and disadvantages of being employed in a non-traditional occupation.

CM3.A 6   Make decisions for yourself about being employed in a non-traditional occupation.

CM3.R 6   Assess the impact of your decisions about being employed in a non-traditional occupation.

Goal CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

CM4.K 1   Describe academic, occupational, and general employability skills.

CM4.A 1   Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment.

CM4.R 1   Assess your academic, occupational, and general employability skills and enhance them as needed for your employment.

CM4.K 2   Identify job seeking skills such as the ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

CM4.A 2   Demonstrate the following job seeking skills: the ability to write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

CM4.R 2   Evaluate your ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

CM4.K 3 Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.

CM4.A 3 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.R 3 Evaluate your general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability).

CM4.K 4 Recognize that many skills are transferable from one occupation to another.

CM4.A 4 Show how your skills are transferable from one occupation to another.

CM4.R 4 Analyze the impact of your transferable skills on your career options.

CM4.K 5 Recognize that your geographic mobility impacts on your employability.

CM4.A 5 Make decisions for yourself regarding geographic mobility.

CM4.R 5 Analyze the impact of your decisions about geographic mobility on your career goals.

CM4.K 6 Identify the advantages and challenges of self-employment.

CM4.A 6 Make decisions for yourself about self-employment.

CM4.R 6 Assess the impact of your decision regarding self-employment on career goals.

CM4.K 7 Identify ways to be proactive in marketing yourself for a job.

CM4.A 7 Demonstrate skills that show how you can market yourself in the workplace.

CM4.R 7 Evaluate how well you have marketed yourself in the workplace.

Goal CM5: Integrate changing employment trends, societal needs, and economic conditions into your career plans.

CM5.K 1 Identify societal needs that affect your career plans.

CM5.A 1 Show how you are prepared to respond to changing societal needs in your career management.

CM5.R 1 Evaluate the results of your career management relative to changing societal needs.

CM5.K 2 Identify economic conditions that affect your career plans.

CM5.A 2   Show how you are prepared to respond to changing economic conditions in your career management.

CM5.R 2 Evaluate the results of your career management relative to changing economic conditions.

CM5.K 3 Identify employment trends that affect your career plans.

CM5.A 3 Show how you are prepared to respond to changing employment trends in your career management.

CM5.R 3 Evaluate the results of your career management relative to changes in employment trends.

K – Knowledge Application
A – Application
R – Reflection

American School Counselor Association
National Standards for School Counseling
Elementary

I. ACADEMIC DEVELOPMENT

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Student Competencies
- Improve academic self-concept—Students will:
    - --articulate feelings of competence and confidence as learners
    - --display a positive interest in learning
    - --take pride in work and in achievement
    - --accept mistakes as essential to the learning process
    - --identify attitudes and behaviors which lead to successful learning
- Acquire skills for improving learning—Students will:
    - --apply time management and task management skills
    - --demonstrate how effort and persistence positively affect learning
    - --use communication skills to know when and how to ask for help when needed
    - --apply knowledge of learning styles to positively influence school performance
- Achieve school success—Students will:
    - --take responsibility for their actions
    - --demonstrate the ability to work independently as well as the ability to work cooperatively with other students
    - --develop a broad range of interests and abilities
    - --demonstrate dependability, productivity, and initiative
    - --share knowledge

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Student Competencies
- Improve learning—Students will:
    - --demonstrate the motivation to achieve individual potential
    - --learn and apply critical thinking skills
    - --apply the study skills necessary for academic success at each level
    - --seek information and support from faculty, staff, family, and peers
    - --organize and apply academic information from a variety of sources

--use knowledge of learning styles to positively influence school
   performance

--become self-directed and independent learners

Plan to achieve goals—Students will:

--establish challenging academic goals in elementary, middle/junior high,
   and high school

--use assessment results in educational planning

--develop and implement an annual plan of study to maximize academic
   ability and achievement

--apply knowledge of aptitudes and interest to goal setting

--use problem-solving and decision-making skills to assess progress
   toward educational goals

--understand the relationship between classroom performance and success
   in school

--identify post-secondary options consistent with interests, achievement,
   aptitude, and abilities

Standard C: Students will understand the relationship of academics to the world of
work, to life at home, and to the community.

Student Competencies

Relate school to life experiences—Students will:

--demonstrate the ability to balance school, studies, extracurricular
   activities, leisure time, and family life

--seek co-curricular and community experiences to enhance the school
   experience

--understand the relationship between learning and work

--demonstrate an understanding of the value of lifelong learning as
   essential to seeking, obtaining, and maintaining life goals

--understand that school success is the preparation to make the transition
   from student to community member

--understand how school success and academic achievement enhance
   future career and avocational opportunities

II. CAREER DEVELOPMENT

Standard A: Students will acquire the skills to investigate the world of work in relation
to knowledge of self and to make informed career decisions.

Student Competencies

Develop career awareness—Student will:

--develop skills to locate, evaluate, and interpret career information

--learn about the variety of traditional and non-traditional occupations

--develop an awareness of personal abilities, skills, interests, and
   motivations

--learn how to interact and work cooperatively in teams

--learn to make decisions
--learn how to set goals
--understand the importance of planning
--pursue and develop competency in areas of interest
--develop avocational interests
--learn to balance work and leisure time
Develop employment readiness—Students will:
--acquire employability skills such as working on a team, problem solving, and organizational skills
--apply job readiness skills to seek employment opportunities
--demonstrate knowledge about the changing workplace
--learn about the rights and responsibilities of employers and employees
--learn to respect individual uniqueness in the workplace
--learn how to write a resume
--develop a positive attitude toward work and learning
--understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace
--utilize time and task management skills

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Student Competencies
Acquire career information—Students will:
--apply decision-making skills to career planning, course selection, and career transitions
--identify personal skills, interests, and abilities and relate them to current career choices
--demonstrate knowledge of the career planning process
--know the various ways in which occupations can be classified
--use research and information resources to obtain career information
--learn to use the Internet to access career planning information
--describe traditional and non-traditional occupations and how these relate to career choice
--understand how changing economic and societal needs influence employment trends and future training
Identify career goals—Students will:
--demonstrate awareness of the education and training needed to achieve career goals
--assess and modify their educational plan to support career goals
--use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences
--select coursework that is related to career interest
--maintain a career planning portfolio

Standard C: Students will understand the relationship among personal qualities, education, and training in the world of work.

Student Competencies
        Acquire knowledge to achieve career goals—Students will:
            --understand the relationship between educational achievement and career
              success
            --explain how work can help to achieve personal success and satisfaction
            --identify personal preferences and interests that influence career choices
              and success
            --understand that the changing workplace requires lifelong learning and
              acquiring new skills
            --describe the effect of work on lifestyles
            --understand the importance of equity and access in career choice
            --understand that work is an important and satisfying means of personal
              expression
        Apply skills to achieve career goals—Students will:
            --demonstrate how interests, abilities, and achievement relate to personal,
              social, educational, and career goals
            --learn how to use conflict management skills with peers and adults
            --learn to work cooperatively with others as a team member
            --apply academic and employment readiness skills in work-based learning
              situations such as internships, shadowing, and mentoring experiences

III. PERSONAL/SOCIAL DEVELOPMENT

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Student Competencies
        Acquire self-knowledge—Students will:
            --develop a positive attitude toward self as a unique and worthy person
            --identify personal values, attitudes, and beliefs
            --learn the goal setting process
            --understand change as a part of growth
            --identify and express feelings
            --distinguish between appropriate and inappropriate behaviors
            --recognize personal boundaries, rights, and privacy needs
            --understand the need for self-control and how to practice it
            --demonstrate cooperative behavior in groups
            --identify personal strengths and assets
            --identify and discuss changing personal and social roles
            --identify and recognize changing family roles
        Acquire interpersonal skills—Students will:
            --recognize that everyone has rights and responsibilities, including family
              and friends

--respect alternative points of view
--recognize, accept, and appreciate individual differences
--recognize, accept, and appreciate ethnic and cultural diversity
--recognize and respect differences in various family configurations
--use effective communication skills
--know that communication involves speaking, listening, and non-verbal
    behavior
--learn how to communicate effectively with family
--learn how to make and keep friends

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Student Competencies
    Self-knowledge applications—Students will:
        --use a decision-making and a problem-solving model
        --understand consequences of decisions and choices
        --identify alternative solutions to a problem
        --develop effective coping skills for dealing with problems
        --demonstrate when, where, and how to seek help for solving problems
            and making decisions
        --know how to apply conflict resolution skills
        --demonstrate a respect and appreciation for individual and cultural
            differences
        --know when peer pressure is influencing a decision
        --identify long- and short-term goals
        --identify alternative ways of achieving goals
        --use persistence and perseverance in acquiring knowledge and skills
        --develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

Student Competencies
    Acquire personal safety skills—Students will:
        --demonstrate knowledge of personal information (e.g., telephone number,
            home address, emergency contact)
        --learn about the relationship between rules, laws, safety, and the
            protection of an individual's rights
        --learn the difference between appropriate and inappropriate physical
            contact
        --demonstrate the ability to assert boundaries, rights, and personal privacy
        --differentiate between situations requiring peer support and situations
            requiring adult professional help
        --identify resource people in the school and community and know how to
            seek their help

--apply effective problem-solving and decision-making skills to make safe
   and healthy choices
--learn about the emotional and physical dangers of substance use and
   abuse
--learn how to cope with peer pressure
--learn techniques for managing stress and conflict
--learn coping skills for managing life events

SCANS EMPLOYABILITY SKILLS
(Secretary's Commission on Achieving Necessary Skills)

I. A THREE-PART FOUNDATION

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens, and speaks

A. Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules

B. Writing—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts

C. Arithmetic/Mathematics—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques

D. Listening—receives, attends to, interprets, and responds to verbal messages and other cues

E.   Speaking—organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

A. Creative Thinking—generates new ideas

B. Decision Making—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative

C. Problem Solving—recognizes problems and devises and implements plan of action

D. Seeing Things in the Mind's Eye—organizes, and processes symbols, pictures, graphs, objects, and other information

E. Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills

F. Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

A. Responsibility—exerts a high level of effort and perseveres towards goal attainment

B. Self-Esteem—believes in own self-worth and maintains a positive view of self

C. Sociability—demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings

D. Self-Management—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control

E. Integrity/Honesty—chooses ethical courses of action

II. FIVE COMPETENCIES

Resources: Identifies, organizes, plans, and allocates resources

A. Time---selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules

B.   Money—uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives

C.   Material and Facilities—acquires, stores, allocates, and uses materials or space efficiently

D.   Human Resources—assesses skills and distributes work accordingly, evaluates performance, and provides feedback

Interpersonal: Works with others

A. Participates as Member of a Team—contributes to group effort

B. Teaches Others New Skills

C. Serves Clients/Customers—works to satisfy customers' expectations

D. Exercises Leadership—communicates ideas to justify position, persuades and convinces others, and responsibly challenges existing procedures and policies

E. Negotiates—works toward agreements involving exchange of resources, resolves divergent interests

F. Works With Diversity—works well with men and women from diverse backgrounds

Information: Acquires and uses information

A.   Acquires and Evaluates Information

B.   Organizes and Maintains Information

C.   Interprets and Communicates Information

D.   Uses Computers to Process Information

Systems: Understands complex inter-relationships

A.   Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them

B.   Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance, and corrects malfunctions

C.   Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

A.   Selects Technology—chooses procedures, tools or equipment including computers and related technologies

B.   Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment

C.   Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies

The Play Real Game Links to Arizona Academic Standards (2006)

Standard		Session									
		1	2	3	4	5	6	7	8	9	10
Reading	**Strand 1:** Reading Process	●	●	●	●	●	●	●	●		
	Strand 2: Comprehending Literary Text										
	Strand 3: Comprehending Informational Text	●		●	●	●		●	●	●	
Writing	**Strand 1:** Writing Process										
	Strand 2: Writing Elements				●	●		●	●		
	Strand 3: Writing Applications										
	L.A. Listening and Speaking	●	●	●	●	●	●	●	●	●	●
	L.A. Viewing and Presenting	●	●		●	●	●		●		
Mathematics	**Strand 1:** Number Sense and Operations	●									
	Strand 2: Data Analysis, Probability, Discrete Math										
	Strand 3: Patterns, Algebra, and Functions										
	Strand 4: Geometry and Measurement		●		●	●	●	●			
	Strand 5: Structure and Logic										
Science	**Strand 1:** Inquiry Process										
	Strand 2: History and Nature of Science			●	●	●	●				
	Strand 3: Science in Personal and Social Perspectives										
	Strand 4: Life Science										
	Strand 5: Physical Science										
	Strand 6: Earth and Space Science										
Social Studies	**Strand 1**: History										
	Strand 2: World History										
	Strand 3: Civics and Government	●	●	●	●	●			●		
	Strand 4: Geography		●		●	●	●	●			
	Strand 5: Economics	●			●	●	●	●	●	●	●

Standard			Session									
			1	2	3	4	5	6	7	8	9	10
Arts	**Visual**	**Strand 1:** Creating Art		●		●		●				
		Strand 2: Art in Context			●	●	●					
		Strand 3: Art as Inquiry										
	Theatre	**Strand 1:** Creating Art									●	●
		Strand 2: Art in Context									●	●
		Strand 3: Art as Inquiry										
Technology		**Standard 1:** Fundamental Operations And Concepts										
		Standard 2: Social, Ethical And Human Issues										
		Standard 3: Technology Productivity Tools										
		Standard 4: Technology Communications Tools										
		Standard 5: Technology Research Tools										
		Standard 6: Problem Solving/Decision-Making Tools										
Workplace		**Standard 1:** Effective Oral, Written and Listening	●	●	●	●	●	●	●	●	●	●
		Standard 2: Computation Skills & Data Analysis	●									
		Standard 3: Critical and Creative Thinking		●	●	●	●	●	●	●	●	●
		Standard 4; Teamwork		●	●	●	●	●	●	●	●	●
		Standard 5: Marketable Skills	●	●	●	●	●	●	●	●	●	●
		Standard 6: Systems		●	●	●	●	●	●	●		
		Standard 7: Technological Literacy										
		Standard 8: Resource Management		●	●	●	●	●	●	●		

The Play Real Game Links to National Career Development Guidelines (2006)

Guideline	Session									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Personal Social Development Domain	●	●	●	●	●	●	●	●	●	●
PS1: Self-concept	●	●	●	●	●	●	●	●	●	●
PS2: Interpersonal Skills	●				●	●	●	●	●	●
PS3: Personal Growth	●	●	●	●	●	●	●	●	●	●
PS4: Balance of Roles	●	●	●	●	●	●	●	●	●	●
Educational Achievement and Lifelong Learning Domain										
ED1: Educational Achievement	●	●	●	●	●	●	●	●	●	●
ED2: Lifelong Learning	●	●	●	●	●	●	●	●	●	●
Career Management Domain	●						●			●
CM1: Career Plan	●	●	●	●	●		●	●	●	●
CM2: Decision Making	●				●		●		●	●
CM3: Career Information	●		●	●	●		●	●	●	●
CM4: Employability Skills	●						●	●	●	●
CM5: Employment Trends	●						●			●

The Play Real Game Links to American School Counselor Association (ASCA) Standards (2006)

Standard	Session									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I. ACADEMIC DEVELOPMENT										
Standard A: Effective Learning										
Improve academic self-concept	●	●	●				●	●	●	●
Acquire skills for improving learning			●				●	●	●	●
Achieve school success	●	●	●			●	●	●	●	●
Standard B: academic preparation										
Improve learning							●	●	●	●
Plan to achieve goals										
Standard C: Relate Academics to Work, Life, Community										
Relate school to life experiences	●	●	●	●	●	●	●	●	●	●
II. CAREER DEVELOPMENT										
Standard A: Investigate World of Work										
Develop career awareness	●		●	●	●	●	●	●	●	●
Develop employment readiness		●	●	●	●	●	●	●	●	●
Standard B: Achieve future career success										
Acquire career information	●		●				●	●	●	●
Identify career goals	●									
Standard C: Relate personal qualities, education, training										
Acquire knowledge to achieve career goals	●	●	●	●	●	●	●	●	●	●
Apply skills to achieve career goals		●	●				●	●	●	●
III. PERSONAL/SOCIAL DEVELOPMENT										
Standard A: Respect self and others.										
Acquire self-knowledge	●	●	●	●	●	●	●	●	●	●
Acquire interpersonal skills	●	●	●	●	●	●	●	●	●	●
Standard B: Make decisions, set goals										
Self-knowledge applications	●	●	●	●	●	●	●	●	●	●
Standard C: Safety and Survival										
Acquire personal safety skills	●	●						●	●	●

The Play Real Game Links to SCANS Skills (2006)

Skills	Session									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
THREE PART FOUNDATION										
Basic Skills										
Reading	●	●	●							
Writing								●	●	●
Arithmetic/Mathematics	●									
Listening	●	●	●	●	●	●	●	●	●	●
Speaking	●	●	●	●	●	●	●	●	●	●
Plan to achieve goals										
Thinking Skills										
Creative Thinking	●	●	●	●	●	●		●	●	●
Decision Making		●	●	●	●	●	●	●	●	●
Problem Solving		●					●	●	●	●
Seeing Things in the Mind's Eye	●	●						●	●	●
Knowing How to Learn								●	●	●
Reasoning								●	●	●
Personal Qualities										
Responsibility	●	●	●	●	●	●	●	●	●	●
Self Esteem	●	●	●	●	●	●	●	●	●	●
Sociability		●	●	●	●	●	●	●	●	●
Self-Management		●		●	●		●	●	●	●
Integrity/Honesty		●		●	●		●	●	●	●
FIVE COMPETENCIES										
Resources										
Time		●	●	●	●	●	●	●	●	●
Money										
Material and Facilities		●		●	●	●				
Human Resources						●	●	●	●	●
Interpersonal										
Participates as Member of a Team		●	●	●	●	●	●	●	●	●

Skills	Session									
	1	2	3	4	5	6	7	8	9	10
Exercises Leadership		●	●	●	●	●	●	●	●	●
Teaches Others New Skills										
Negotiates		●	●			●	●	●	●	●
Serves Clients/customers										
Works with Diversity		●	●	●	●	●	●	●	●	●
Information										
Acquires and Evaluates Information	●	●	●	●		●	●	●	●	●
Organizes and Maintains Information	●	●	●	●		●	●	●	●	●
Interprets and Communicates Information	●	●	●	●		●	●	●	●	●
Uses Computers to Process Information										
Systems										
Understands Systems		●		●		●	●	●	●	●
Monitors and Corrects Performance										
Improves or Designs Systems										
Technology										
Selects Technology										
Applies Technology to Task										
Maintains and Troubleshoots Equipment										

The Play Real Game: Session 1	Grade 3	Grade 4
Arizona Department of Education **Academic Standards** **Grades 3-4**		
Reading		
Strand 1: Reading Process		
Concept 4: Vocabulary	•	•
Strand 3: Comprehending Informational Text		
Concept 2: Functional Text	•	•
Listening and Speaking		
3LS-F1 Use effective vocabulary	•	
3LS-F2 Give/follow multi-step directions	•	
3LS-E3 Interpret and respond to questions		•
Viewing and Presenting		
4VP-F3 View/respond to visual forms	•	
Mathematics		
Strand 1: Number Sense and Operations		
Concept 1: Number Sense	•	•
Social Studies		
Strand 3: Civics/Government		
Concept 4: Rights, Responsibilities, Roles	•	•
Strand 5: Economics		
Concept 1: Foundations	•	
Workplace Skills		
Standard 1: Communication skills	•	•
Standard 2: Computation skills		•
Standard 5: Marketable skills	•	

The Play Real Game: Session 2	Grade 3	Grade 4
Arizona Department of Education **Academic Standards** **Grades 3-4**		
Reading		
Strand 1: Reading Process		
Concept 4: Vocabulary	•	•
Listening and Speaking		
3LS-F1 Use effective vocabulary	•	
3LS-F2 Give/follow multi-step directions	•	
3LS-E3 Interpret and respond to questions		•
Viewing and Presenting		
4VP-F3 View/respond to visual forms	•	
Mathematics		
Strand 4: Geometry and Measurement		
Concept 3: Coordinate Geometry	•	•
Social Studies		
Strand 3 Civics/Government		
Concept 4: Rights, Responsibilities, Roles	•	•
Strand 4: Geography		
Concept 1: World in spatial terms	•	
Arts Education: Visual Arts		
Standard 1: Creating Art		
1AV-F3 Create 2-d artwork	•	
1AV-F8 Responsible use of tools	•	
1AV-E2 Technical ability		•
Workplace Skills		
Standard 1: Communication skills	•	
Standard 3: Critical/creative thinking	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	
Standard 6: How systems function	•	
Standard 8: Resource management	•	

The Play Real Game: Session 3	Grade 3	Grade 4
Arizona Department of Education **Academic Standards** **Grades 3-4**		
Reading		
Strand 1: Reading Process		
Concept 4: Vocabulary	•	•
Strand 3: Comprehending Informational Text		
Concept 2: Functional Text	•	•
Listening and Speaking		
3LS-F1 Use effective vocabulary	•	
3LS-F2 Give/follow multi-step directions	•	
Science		
Strand 2: History and Nature of Science		
Concept 1: History of Science as a Human Endeavor	•	•
Social Studies		
Strand 3 Civics/Government		
Concept 4: Rights, Responsibilities, Roles	•	•
Arts Education: Visual Arts		
Standard 2: Art in Context		
2AV-F5: Describe careers in art	•	
2AV-E2: Identify careers in art		•
Workplace Skills		
Standard 1: Communication skills	•	
Standard 3: Critical/creative thinking	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	•
Standard 6: How systems function	•	•
Standard 8: Resource management	•	

The Play Real Game: Session 4		
Arizona Department of Education **Academic Standards** **Grades 3-4**	Grade 3	Grade 4
Reading		
Strand 1: Reading Process		
Concept 4: Vocabulary	•	•
Strand 3: Comprehending Informational Text		
Concept 2: Functional Text	•	•
Writing		
Strand 2: Writing Elements		
Concept 6: Conventions	•	•
Listening and Speaking		
3LS-F1 Use effective vocabulary	•	
3LS-F2 Give/follow multi-step directions	•	
Viewing and Presenting		
4VP-F3 View/respond to visual forms	•	
Mathematics		
Strand 4: Geometry and Measurement		
Concept 3: Coordinate Geometry	•	•
Science		
Strand 2: History and Nature of Science		
Concept 1: Science as a Human Endeavor	•	•
Social Studies		
Strand 3 Civics/Government		
Concept 4: Rights, Responsibilities, Roles	•	•
Strand 4 Geography		
Concept 1: World in Spatial Terms	•	•
Strand 5 Economics		
Concept 1: Foundations of Economics	•	
Arts Education: Visual Arts		
Standard 1: Creating Art		
1AV-F3 Create 2-d artwork	•	
1AV-F8 Responsible use of tools	•	
1AV-E2 Technical ability		•
Standard 2: Art in Context		
2AV-F5: Describe careers in art	•	
2AV-E2: Identify careers in art		•
Workplace Skills		
Standard 1: Communication skills	•	
Standard 3: Critical/creative thinking	•	•
Standard 4: Team setting	•	
Standard 5: Marketable skills	•	•
Standard 6: How systems function	•	•
Standard 8: Resource management	•	

The Play Real Game: Session 5		
Arizona Department of Education **Academic Standards** **Grades 3-4**	Grade 3	Grade 4
Reading		
Strand 1: Reading Process		
Concept 4: Vocabulary	•	•
Strand 3: Comprehending Informational Text		
Concept 2: Functional Text	•	•
Writing		
Strand 3: Writing Applications		
Concept 3: Conventions	•	•
Listening and Speaking		
3LS-F1 Use effective vocabulary	•	
3LS-F2 Give/follow multi-step directions	•	
3LS-F3 Prepare & deliver information	•	
3LS-E3 Respond to questions		•
Viewing and Presenting		
4VP-F3 View/respond to visual forms	•	
Mathematics		
Strand 4: Geometry and Measurement		
Concept 3: Coordinate Geometry	•	•
Science		
Strand 2: History and Nature of Science		
Concept 1: History of Science as a Human Endeavor	•	•
Social Studies		
Strand 3 Civics/Government		
Concept 4: Rights, Responsibilities, Roles	•	•
Strand 4 Geography		
Concept 1: World in Spatial Terms	•	•
Strand 5 Economics		
Concept 1: Foundations of Economics	•	
Arts Education: Visual Arts		
Standard 2: Art in Context		
2AV-F5: Describe careers in art	•	
2AV-E2: Identify careers in art		•
Workplace Skills		
Standard 1: Communication skills	•	
Standard 3: Critical/creative thinking	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	•
Standard 6: How systems function	•	•
Standard 8: Resource management	•	

The Play Real Game: Session 6		
Arizona Department of Education **Academic Standards** **Grades 3-4**	Grade 3	Grade 4
Reading		
Strand 1: Reading Process		
Concept 4: Vocabulary	•	•
Listening and Speaking		
3LS-F1 Use effective vocabulary	•	
3LS-F2 Give/follow multi-step directions	•	
3LS-E3 Respond to questions		•
Viewing and Presenting		
4VP-F3 View/respond to visual forms	•	
4VP-E1 Analyze visual media		•
Mathematics		
Strand 4: Geometry and Measurement		
Concept 3: Coordinate Geometry	•	•
Science		
Strand 2: History and Nature of Science		
Concept 1: History of Science as a Human Endeavor	•	•
Social Studies		
Strand 4: Geography		
Concept 1: World in Spatial Terms	•	•
Strand 5: Economics		
Concept 1: Foundations of Economics	•	
Arts Education: Visual Arts		
Standard 1: Creating Art		
1AV-F3 Create 2-d artwork	•	
1AV-F8 Responsible use of tools	•	
1AV-E2 Technical ability		•
Workplace Skills		
Standard 1: Communication skills	•	
Standard 3: Critical/creative thinking	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	
Standard 6: How systems function	•	•
Standard 8: Resource management	•	

The Play Real Game: Session 7		
Arizona Department of Education **Academic Standards** **Grades 3-4**	Grade 3	Grade 4
Reading		
Strand 1: Reading Process		
Concept 4: Vocabulary	•	•
Strand 3: Comprehending Informational Text		
Concept 2: Functional Text	•	•
Writing		
Strand 2: Writing Elements		
Concept 6: Conventions	•	•
Listening and Speaking		
3LS-F1 Use effective vocabulary	•	
3LS-F2 Give/follow multi-step directions	•	
3LS-E3 Respond to questions		•
Mathematics		
Strand 4: Geometry and Measurement		
Concept 3: Coordinate Geometry	•	•
Social Studies		
Strand 4 Geography		
Concept 6: Geographic applications	•	•
Strand 5 Economics		
Concept 1: Foundations of Economics	•	•
Workplace Skills		
Standard 1: Communication skills	•	•
Standard 3: Critical/creative thinking	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	•
Standard 6: How systems function	•	•
Standard 8: Resource management	•	

The Play Real Game: Session 8		
Arizona Department of Education **Academic Standards** **Grades 3-4**	Grade 3	Grade 4
Reading		
Strand 1: Reading Process		
Concept 4: Vocabulary	•	•
Strand 3: Comprehending Informational Text		
Concept 2: Functional Text	•	•
Writing		
Strand 3: Writing Applications		
Concept 6: Conventions	•	•
Listening and Speaking		
3LS-F1 Use effective vocabulary	•	
3LS-F2 Give/follow multi-step directions	•	
Viewing and Presenting		
4VP-F3 View/respond to visual forms	•	
Social Studies		
Strand 3 Civics/Government		
Concept 4: Rights, Responsibilities, Roles	•	•
Strand 5 Economics		
Concept 1: Foundations of Economics	•	
Workplace Skills		
Standard 1: Communication skills	•	•
Standard 3: Critical/creative thinking	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	•
Standard 6: How systems function	•	•
Standard 8: Resource management	•	

The Play Real Game: Session 9		
Arizona Department of Education **Academic Standards** **Grades 3-4**	Grade 3	Grade 4
Reading		
Strand 3: Comprehending Informational Text		
Concept 2: Functional Text	•	•
Listening and Speaking		
3LS-F1 Use effective vocabulary	•	
3LS-F2 Give/follow multi-step directions	•	
3LS-F2 Deliver information	•	
3LS-E3 Respond to questions		•
Social Studies		
Strand 5 Economics		
Concept 1: Foundations of Economics	•	
Arts Education: Theatre Arts		
Standard 1: Creating Art		
1AT-F3 Interact in improvisation	•	
1AT-F3 Rehearse in improvisation		•
Standard 2: Art in Context		
2AT-E3 Social concepts in life and theatre		•
Workplace Skills		
Standard 1: Communication skills	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	•
Standard 6: How systems function	•	

The Play Real Game: Session 10		
Arizona Department of Education **Academic Standards** **Grades 3-4**	Grade 3	Grade 4
Listening and Speaking		
3LS-F1 Use effective vocabulary	•	
3LS-F2 Give/follow multi-step directions	•	
3LS-F2 Deliver information	•	
3LS-E3 Respond to questions		•
Social Studies		
Strand 5 Economics		
Concept 1: Foundations of Economics	•	
Arts Education: Theatre Arts		
Standard 1: Creating Art		
1AT-F3 Interact in improvisation	•	
1AT-F3 Rehearse in improvisation		•
Standard 2: Art in Context		
2AT-E3: Social concepts in real life and theatre		•
Workplace Skills		
Standard 1: Communication skills	•	•
Standard 4: Team setting	•	•
Standard 5: Marketable skills	•	•
Standard 6: How systems function	•	